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ABSTRACT

This book describes the rise and development of the junior/community college in New Jersey, from the day Newark Junior College opened in 1918 until 1970. Five parts comprise this book, each dealing with its subject matter from an historical perspective. Part One discusses the origins, critical years, and maturation of the junior/community college movement in New Jersey. Part Two describes the development of several types of public two-year colleges, including municipal colleges, the federally funded Emergency Junior Colleges, the veteran's junior colleges, and county community colleges. Part Three covers private two-year colleges, including colleges for the preparation of the religious, church-oriented colleges, and independent colleges. Part Four examines New Jersey statutes and regulations affecting two-year colleges and Part Five considers collective action affecting the community college--through state councils and advisory committees, and institutional and faculty organizations. Appended are lists of past and present New Jersey community colleges, a bibliography, an index of personalities, and a chronology of milestones in New Jersey's two-year college movement. (JDS)

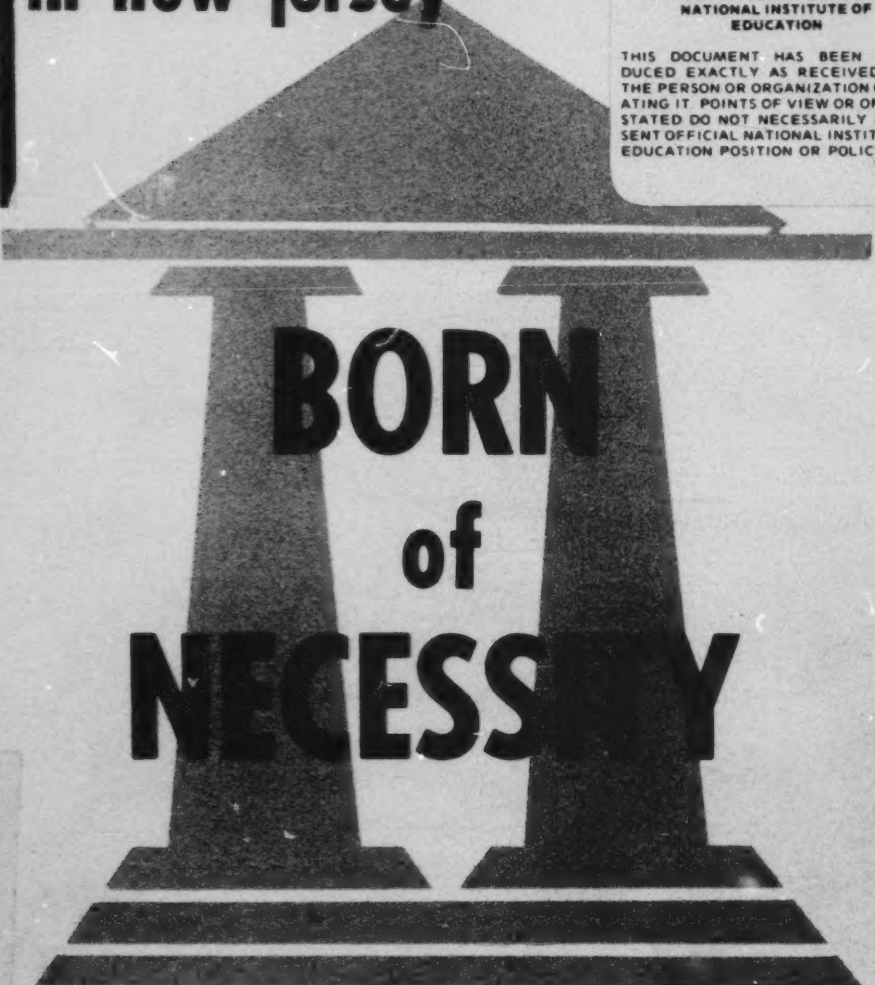
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the two-year college in new jersey

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BORN of NECESSITY

James M. Lynch Jr., Ed. D.

JC 770 082

THE TWO-YEAR COLLEGE IN NEW JERSEY

BORN OF NECESSITY

by **JAMES M. LYNCH, JR.**

**Glassboro State College
Glassboro, N.J. 08028**

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**TO: David and Julie in hope that
optimal educational opportunity
will be their heritage as well.**

FOREWORD

This book was researched and originally drafted as a self-imposed, post-doctoral project during a sabbatical leave from Glassboro State College. Its primary aim is to fill a gap in the writings covering education in New Jersey by compiling a history of the junior or community college movement within the Garden State from the day the first such institution opened until 1970.

The job wasn't easy. Even though New Jersey is a small, compact state, I drove 4,135 miles in visiting the two-year colleges currently in existence and tracking down the records of others. The rough data and documentary evidence filled a file drawer; books and pamphlets loaned, sold or given to me fill a five-foot shelf, believe it or not.

It was startling to find that most of the activity in the two-year college field took place within the span of the author's professional career in education. It was equally startling to find that many of the people who made distinct contributions to the several stages of the movement were friends and acquaintances of long standing ready, willing and able to provide original data and records about the era in which theirs were the "blood, sweat and tears" that kept things going.

The work involved in preparing this text has been rewarding. For one thing, it has provided ammunition for the thesis that if

democratization of higher education is to come eventually in New Jersey, it will be through soundly-planned proliferation of the two-year college. There is every evidence that many of the varied learning needs of our complex society will be fulfilled by this flexible institution.

For another, unrelated factors in my younger years kept cropping up. My father, for example, was an ardent fan of President Woodrow Wilson. One day, there I was on "Shadow Lawn," the West Long Branch estate — now the home of Monmouth College — where Mr. Wilson accepted the Democratic nomination for the presidency in 1916. Fifty and more years separated our visits but the like-father like-son syndrome seemed to me to be working overtime.

Those who knew me "when" will recall that I was a strong FDR supporter in the late 30's and early 40's and a true believer in his visionary social reforms. How heartwarming to find that, as President of the United States during the Depression Years, he authorized the use of federal funds to establish six so-called emergency junior colleges in our state and thereby provided one of the most exciting chapters in the checkered history of the two-year institution of higher learning.

One other facet of this report has given me considerable delight. That is the opportunity to give people credit where credit is due. Perhaps this desire stems from the years when, as a young teacher, I moonlighted as a newspaper reporter and perforce sought out the identities of those both within and behind the news. The names of scores — yea, hundreds! — who have made small or large contributions to the development of junior and community colleges in the state appear herein. Small tribute, but sincere nonetheless!

I know not, as this book goes to press, what impact it will have on the scheme of things. Perhaps it will be read and prized by some whose forebears voiced much of what is recorded. Maybe it will receive the thoughtful reading of some who are looting in the vineyards today. If so, the anonymous admonition recorded on the frontispiece of *75 Years of Educational Influence* written for the diamond anniversary of the New Jersey Council of Education by my wife, Regina Baird Lynch, may have some meaning:

No one is fit to be entrusted with the control of the *Present* who is ignorant of the *Past*, and no people who are indifferent to their *Past* need hope to make their *Future* great.

James M. Lynch Jr., Ed.D.
Glassboro, New Jersey

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- to Ernest R. Dalton, Robert H. Morrison, and Kenneth C. MacKay, whose observations in correspondence and personal interview helped him choose the right paths in pursuing the holy grail;
- and lastly to colleagues Maurice C. Verbecke, William Pitt and Rose Glassberg plus the staff of Standard Publishing Company headed by Clarence Howe who said the right things at the right time, thereby challenging him to complete what he had started.

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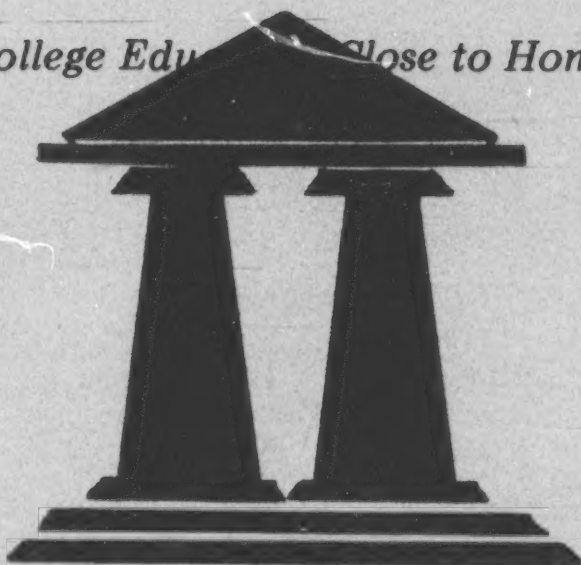
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*Nothing that was worthy in the past departs;
 No truth or goodness realized by man ever dies
 Or can die; But is all still here, and,
 Recognized or not, lives and works through endless changes.*
 — Sir Walter Scott

part I

College Education Close to Home

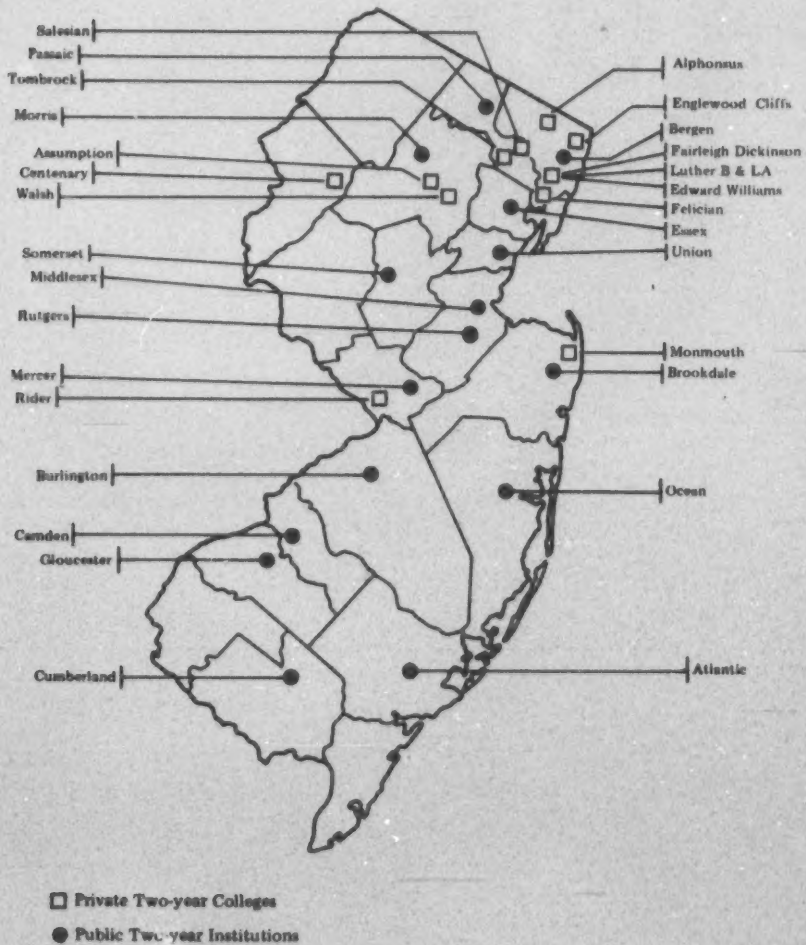


Chapter 1—The Pivotal Years

*Chapter 2—The Two-Year College
Matures*

NEW JERSEY'S TWO-YEAR INSTITUTIONS

September, 1970



Chapter 1

The Pivotal Years

The year was 1933. The Great Depression, as the worst economic slump in history was called, had been eating away at the American economy for forty-eight long months. There were scores of good teachers out of work in every area of the state. There were hundreds of young, high-school graduates idling their time away as they waited in vain for gainful employment.

To lessen the threat of chaos in a fear-ridden society, there was a need for somebody to do something constructive for the people of New Jersey.

The year was 1946. World War II was over. Hundreds of servicemen were returning to civilian life. A grateful Uncle Sam offered to subsidize up to thirty-six months of education for each veteran under the so-called GI Bill of Rights. Since most ex-servicemen were high-school graduates, the existing colleges and universities were soon overcrowded and thousands of young men and women in the Garden State could not obtain the educational benefits they were entitled to for love or money.

Here, too, there was a need for somebody to do something for the people of New Jersey.

The year was 1950 or thereabouts. Superiors in religious congregations up and down the state were concerned about the relevancy of the preparation of the postulants for their Roman Catholic orders. Sister-formation, a collegiate program of improved academic and spiritual guidance for nuns entering a profession like

teaching or nursing, was sweeping the land. Likewise the increasing number of vocations demanded more classrooms and more living accommodations in a cloistered atmosphere.

The same was true for Catholic young men who in larger numbers than ever before were seeking to be ordained to the priesthood. They, too, needed more and better post-high-school facilities in which to live and study.

Once again there was a need for somebody to do something!

Suddenly it was the 1960's. The New Jersey Education Association, spokesman and chief lobbyist for the teaching profession in New Jersey, had warned 15 years before that "The Children Are Coming." It articulated the need for more and more elementary and secondary school construction to meet burgeoning public-school enrollments. Then it began to underscore the fact that collegiate facilities were inadequate to meet even the post-war demands of youth, let alone the problems which would be created when the first wave of the post-WW II baby-boom hit the level of higher education. Marshall P. Smith's *The Closing Door To College* reaffirmed in 1956 the predictions of New Jersey's educational leaders. Disaster was prophesied if the colleges in the state were not ready to meet the onslaught.

Something, indeed, had to be done!

The problems differed; the people involved weren't always the same. The events happened in different eras — the Depression, post-WW II, the Eisenhower years. Yet in each case those who had to find a solution came up with the same answer. Organize a junior college!

There was magic to a degree in the term. People generally liked the idea of education continuing beyond the compulsory high-school years. To be sure, New Jersey didn't break any national records in either the quantity of two-year colleges opened in the pre-1960 era, or the number of students enrolled in them; but many of its most prestigious citizens supported the cause and tried to hasten the day of universality of higher education for the youth of the Garden State. Their support gave the junior college an aura of respectability and paved the way for its acceptance by the general public.

One conclusion, however, is inescapable — the two-year college movement in New Jersey grew in a way which must be considered a series of historical accidents. Junior colleges, including most recently the county community colleges, were largely born of necessity, rather than as an outgrowth of a carefully developed philosophy of higher education.

But let's start at the beginning. The junior college idea came into focus nationally around the turn of the century. It was fostered in a period of confusion at all levels of education. Even the four-year high school — a uniquely American educational institution — had not yet been firmly established. The four-year college of that day likewise had little appeal except in the private sector frequented by the scions of society.

The two-year college, indeed, was in the midst of a serious dilemma. To many, it was merely Grades 13 and 14 of the public school system and therefore an integral part of secondary education. To others, it was the freshman and sophomore years of the traditional four-year college and belonged in the realm of higher education.

Clyde E. Blocker and his collaborators indicate the dichotomy which existed at that time. Speaking of the junior college they said,

... they were housed in high-school buildings, had closely articulated curricula, and shared faculty and administrative staffs. They encountered difficulty because, as a deviation from the trend toward the four-year high school, they were not recognized as an essential part of secondary education. (4)

Like many innovations, the junior college found its path to acceptance far from smooth. Many existed just for a short time and either merged with some other institution or disappeared altogether. Public two-year colleges created in New Jersey seemed particularly vulnerable to failure before 1960. Few of that era, in fact, lasted more than a decade.

The most plausible reason for the vulnerability of pre-'60 junior colleges seems to be that many people in the just-before-the-deluge days questioned whether provisions should be made for the mass education of the young beyond high school at public expense. If post-high-school education is needed, let the young provide for it themselves through payment of tuition and other fees was the expressed attitude of most New Jersey citizens of the period—and many professional educators as well.

The citizens of New Jersey accepted, apparently without question, an elitist concept for higher education. Again according to Blocker *et al.*, they were not out of step even with those who ran the colleges of the period:

... Four-year colleges never perceived themselves as responsible for the education of the majority of high-school graduates. Their educational programs were, at least in theory, based upon restricted admissions and restricted curricular offerings designed to prepare students for professional occupations and scholarly pursuits. Furthermore, such colleges were, in many instances, beyond the reach of a large number of potential students who simply could not find the money for college expenses. (4)

Newark Led the Field

In the light of national trends of the time, it is not surprising that New Jersey's first try at junior college education found it in concert with the "extension of the high school" philosophy. This was the Newark Junior College, established by the Newark Board of Education in 1918.

David B. Corson was Newark's superintendent of schools at this moment. He wrote lengthy annual reports to his board of education in which he commented frequently on Newark Junior College. Said he of the origin of this post-high-school institution,

The Newark Junior College was founded without university initiative or encouragement. It rests upon the conviction that the city should give its youth an opportunity to do collegiate grade work at home. (10)

Perhaps he laid awake nights wondering whether or not he had made the proper decision in opening a two-year college without support, expressed or implied, from any quarter. His problems were enormous. Questioned, for example, as to why only seventy-six students graduated between September, 1918, and June, 1920, Superintendent Corson said,

Each year the college lost students who expected to transfer on graduation to medical and dental colleges in New York (City), but found themselves unwilling to incur the risk created by the refusal of New York authorities to recognize and approve the Newark Junior College.

This handicap is due to the fact that the legal definitions in New York do not cover work done in a college offering less than four years of work. The prerequisite for admission to medical schools of the state are, "two years of work in the college of liberal arts and sciences," and it is required that such a college shall offer four years of work. This requirement has been interpreted as a safeguard for the preservation of the old-time American College. The evolution of the new institution, the junior college, requires and adjustment to these definitions.

New York has suggested that we offer four years of work for the sake of gaining approval but to give only two. This is surely less to be commended than to offer and give two years of work of unquestionable collegiate grade and call it junior college work. One plan is a subterfuge, the other an adjustment justified by modern conditions. . . . (10)

The Newark superintendent must have felt the bonds of frustration breaking when, by 1921, several colleges and universities agreed to accept work done at Newark Junior College as if it were accredited by a regional agency. The New Jersey State Board of Education followed with official approval in a resolution which read as follows:

That the State Board of Education, through its Advisory Committee, and with the aid of A. B. Meredith, Assistant Commissioner of Education, has made an inquiry and examined into the

plans, scope and resources of Newark Junior College — a municipal institution under the control of the Newark Board of Education. As the result of such examination, it approves of the institution and is satisfied that the work it is doing is efficient and of the regular college grade.

After its two-year course its graduates should have no difficulty in entering the junior classes of any of our colleges or universities. We have assured Newark Junior College that if it shall extend its courses to four years and shall maintain throughout the four years its present standards and requirements, our Board will favorably consider giving Newark Junior College the right to grant college degrees. (10)

Corson, the educational innovator of his time, was jubilant.

Wrote he to his board members,

This act of the State Board places the Newark Junior College on the list of the "approved" institutions and insures its academic standing. This standing is strengthened by the action of seventy-one colleges and universities that have expressed willingness to give credit for work done at Newark Junior College on the same basis that they recognize work done in other collegiate institutions, provided our students fulfill admission requirements and sustain themselves in the advance work of the senior colleges and universities. . . .

It must be admitted that a college such as ours has possibilities of excellent service. (10)

Such a euphoric condition was destined not to last very long. Despite its success according to the standards of the 1920's, Newark Junior College — as would many to follow — had an Achilles' heel — money. Ironically, Superintendent Corson himself was unwittingly the voice of doom in regard to his own project. These words, attributable to him, appear in the last paragraph of the Annual Report of the Newark Public Schools of June 30, 1922,

Newark Junior College needs a building of its own. The necessary division of high-school students at South Side into two sections, one to attend in the morning and the other in the afternoon, changes the conditions from last year when the adjustments made were wholly insufficient. Temporarily this adjustment made for the high school furnishes the required room for the college. It should, however, be suitably housed in its own building where there will be room for extension and no limiting restrictions. To do this will require an expenditure of approximately one hundred seventy-five thousand dollars. (10)

The issue, sharply defined, was now before the Newark Board of Education. If Newark believed in its junior college, it should properly provide for it. To continue even in moderately acceptable fashion, Newark Junior College needed more money — one hundred seventy-five thousand dollars more! By the standards of the 20's, \$175,000 was a lot of money.

One can look back down the corridor of time and see the dilemma the schoolboard was in. It had a recommendation from the superintendent concerning the improvement of the educational program in Newark. It also knew that many of Newark's taxpayers

were not yet sold on this "poor-man's college" largely underwritten at the expense of the property-owners. Someone on the Board moved that Newark Junior College be closed as of "this date." The decision was unanimous.

It is sad but true that the termination of the first junior college to be organized in the state caused no more stir or turmoil than did its beginning four years before. The idea of a single educational leader that there should be common-man's colleges close to home, supported wholly or largely by public taxation, was half a century ahead of its time in New Jersey.

Non-Public Colleges Take Over

But if public two-year institutions were not acceptable to the holders of the public purse-strings at this point in time and space, privately-run junior colleges had no difficulty rounding up sufficient clientele. Rider College of Trenton was the first to make such a move, upgrading itself in 1922 from the status of a post-secondary business school to that of a purveyor of two-year collegiate offerings culminating in, oddly enough, bachelor of accounts and bachelor of commercial science degrees.

Two junior colleges were also organized in northern and southern New Jersey to provide prerequisite liberal arts courses preparatory to enrollment in law schools of the area. The College of South Jersey in Camden began operating for this purpose in 1927. John Marshall Junior College got underway in Jersey City in 1928. The former was primarily a feeder for the South Jersey Law School and the latter performed a similar function for the John Marshall Law School.

One of the events which gave the junior college movement impetus and status in New Jersey occurred in 1928. Up in the beautiful hills of Warren County a prestigious and select preparatory school for girls called Centenary Collegiate Institute flourished. Established in 1866, Centenary vacillated between "preparatory" and "collegiate" status before accepting the results of a thorough study which indicated that many young women of fine families would welcome the opportunity to attend a junior college exclusively for women.

In 1929 Centenary Junior College for Women was appended to the Centenary Collegiate Institute and a long career of offering two-year curricula leading to an associate in arts degree began. The history of the Hackettstown college records in fact,

... The (junior college) program was so carefully planned and additional facilities were so wisely provided that the development of

the junior college became the most spectacular chapter in the history of the institution. . . . (12)

Except for Rider College, Centenary leads the private and public two-year colleges in New Jersey in longevity. In the category of exclusive devotion to the cause of the two-year program, it is unquestionably Number One.

Unfazed By Cataclysmic Events

Even the Great Depression and World War II, deterrants to the expansion of public higher education, couldn't prevent private two-year colleges from organizing — and even prospering. The Junior College of Bergen County is one example. Fairleigh Dickinson Junior College is another.

Bergen County Junior College, as it was later called, was spawned in the modest classrooms of the Bergen YMCA in Hackensack in the late 30's. It quickly outgrew its quarters there and moved across the river to Teaneck where it eventually became so large it was able to field a formidable football team, something a New Jersey two-year college, public or private, has not been able to match — at least up to the 70's.

Dr. Peter Sammartino, a man who became a living legend in higher education circles by virtue of a 1954 feature in *The Saturday Evening Post* entitled, "The Man Who Invented A College," established Fairleigh Dickinson Junior College in Teaneck veritably in the teeth of the disastrous Japanese attack on Pearl Harbor in December, 1941. Despite its ill-starred beginning, the institution prospered against odds which would have frightened off less dedicated leadership, undoubtedly because of the golden touch of its founder.

Although it has maintained several of its two-year curricula even to the present day, Fairleigh Dickinson has not been an institution to stand pat. After amalgamating with Bergen Junior College in 1953 and acquiring a second campus thereby, Fairleigh Dickinson sought and achieved university status. It grew horizontally as well as vertically, adding new components in Rutherford, Madison-Florham Park, and Wroxtton, England.

Close to a quarter-century old, FDU established in 1964 an experimental two-year liberal arts college in University Park, Hackensack, called Edward Williams College. It was designed to enroll the late-blooming high-school graduate desiring a college education but denied admission to most institutions of higher learning because of low grades and poor test scores, and to assist him to receive an associate in arts degree — and even to go on to higher academic attainments.

Along the way a few private two-year colleges began operations but never were licensed or approved by the State Board of Education. About 1930, for example, one called the College of Paterson, located naturally in the city of its name, organized. A few years later the Walt Whitman School of Newark attempted to convert to a junior college but was never really successful in making the change.

The Highland Manor School was another "yes-it-was-no-it-wasn't" type of junior college. Originally a girls' finishing school, it moved to West Long Branch and began offering, in 1946, junior college courses to those of its enrollees who completed its secondary-school course of study. Despite its inability to attain accreditation as a junior college under New Jersey standards, it nonetheless lasted a decade before merging with established Monmouth Junior College.

The Challenging Years

The year 1933 has to go down as one of the finest in the history of the two-year college movement in New Jersey. This was the year that educational philosophy and social pragmatism linked hands and created, in a few weeks, institutions of higher learning that were truly relevant to their times.

The Emergency Junior College, as the institution of this era was called, was the brain-child of Dr. Arthur L. Johnson, then county superintendent of schools in Union County. His idea was a simple one: start a junior college so that you can employ out-of-work teachers to instruct high-school graduates currently unemployable because of the business recession. Since no state or local money was available, the only recourse of the sponsors was to the federal government. Hon. John W. Colt, state director of the New Jersey Emergency Relief Administration, was easily sold on the project's merits but getting Washington to approve spending New Deal money, on what was to many a boondoggle of massive proportions, was another matter.

But New Jersey, then as now, was not without political influence in the nation's capital. James R. Mitchell, later to be secretary of labor in the Eisenhower administration and still later an unsuccessful gubernatorial candidate in the Garden State, had a brother close to Harry Hopkins, head of the Emergency Relief Administration and a confidante of President Franklin Delano Roosevelt. The word passed to Mitchell, to Hopkins, and eventually to FDR. The President quickly gave the green light to the proposal, thereby not only making federal funds available but also giving New Jersey the honor of organizing the first junior college to be funded by federal money.

The effect in New Jersey was electric. Mr. Colt earmarked sufficient Federal Emergency Relief Funds to establish Union County Junior College. Dr. John R. Patterson, superintendent, arranged with his board of education for the embryo institution to use Roselle High School each weekday evening as a center. Classes actually began on October 16, 1933, with 243 students enrolled and 14 instructors employed to teach them. This was a drop in the bucket in the fight against the deepening Depression, but a major contribution to the eventual establishment of a statewide junior college system.

Within six weeks, four other federally-financed junior colleges were operating in Morris, Middlesex, Monmouth and Essex counties. A short time afterwards, Passaic County was added to the list.

Hopeful that what was being created would become permanent, albeit viable additions to the educational scene, every effort was made to legitimize the new institutions and to make them worthy of the title of "junior college." Dr. Robert H. Morrison, a zealous, perceptive professor at Montclair State Teachers' College, was commissioned state supervisor. As such he shepherded the rapid expansion of the program along educationally acceptable and defensible lines, pegging the instruction at a level which enabled hundreds of those who attended to transfer to senior colleges without loss of credit even though none of the EJC was regionally accredited during the "emergency" period.

In 1935 ERA money was phased out and the National Youth Administration took over the project. At this point it was recognized that federal money for education should not be parceled out to individual colleges but channeled through the state department of education. This was important, it was felt, if cooperation and coordination between the state and federal governments were to be had. Dr. Charles H. Elliott, state commissioner of education, renamed Dr. Morrison as state supervisor, however, thus ensuring a measure of continuity between the old organization and the new.

Federal subsidies ended for the EJC on June 30, 1936, and those colleges unable to arrange other financing were asked to close. Passaic and Essex did.

Morris and Middlesex colleges continued functioning on a self-supporting basis into the early 40's when World War II had so depleted the ranks of faculty and students alike that it was deemed useless to continue. On the other hand, Union and Monmouth weathered all the storms of the times and managed to survive into the halcyon post-war days when college enrollment everywhere skyrocketed.

The emergency junior colleges were many things to many people. If nothing else, they proved the efficacy of county-based colleges, thus setting the stage for the ambitious "county community college" program of the 1960's. The Honorable Mr. Colt, speaking at the end of just one year of operation of the emergency junior colleges, had this to say,

The Junior Colleges, operated by the New Jersey Relief Administration are, to me, one of the most interesting and promising ventures in our whole Relief program. Posited as they are on a demonstrated need, adopting a curriculum set up by acknowledged leaders in the educational field, staffed by teachers carefully selected by educators themselves, and attended by young men and women seriously desirous of furthering their education, these colleges would seem to possess elements of promise.

Moreover, they are assuredly a legitimate part of the leisure-time and work-for-relief programs of our Emergency Relief Administration. If made worthwhile from an educational standpoint, they should serve also as guideposts for the future development of the school program in New Jersey. (28)

Coming events, it is said, cast their shadows before. Such was the case with the junior college. New Jersey saw many public and private two-year colleges spring up — and in the main disappear — between 1918 and 1950. Prior to the 60's the state itself was not willing to commit state funds to operate any of them. But a pattern as to how they could be organized and who should pay for them was emerging.

To be successful a junior college of the future would need a large student base, like a big city or a county; accessibility by automobile and, if possible, public transportation; and adequate financing above the municipal level since local resources, often subject to political manipulation, were just not sufficient.

In pre-World War II days, not many people saw this too clearly. Mrs. Olive Sanford, a distinguished member of the State Assembly, was one. She introduced a bill in the legislature about 1940 which would have permitted the state board of education to establish county junior colleges. Even though the measure called for no state financial support, it died in committee — just another good idea a number of years ahead of its time.

But time and circumstances were on the side of the proponents of the public two-year college. A whole generation would pass before it happened but the day would dawn when public junior colleges would come into their own — organized out of necessity.

Chapter 2

The Two-Year College Matures

It's a matter of conjecture when the modern era began for the two-year college in New Jersey. Some would have us believe that the event took place with the passage of the County College Act in 1962. Indeed, this could be considered a watershed year for the junior college for it presaged tremendous change in the kind and quantity of higher educational opportunities available to the youth of the Garden State.

One could make a good case also for the Emergency Junior College period beginning in 1933 as heralding the modern cycle. It was at that point that the concept of regionalizing junior colleges, rather than having them municipally operated as simply an extension of the public school system, proved to be workable.

A third possibility, and the one seemingly most tenable, is the post-WW-II epoch dating, to be precise, from 1946. This was the year that the state legislature, for the first time, took a positive stand on two-year post-high-school education and passed an enabling act authorizing boards of education to create and organize Grades 13 and 14 as municipal two-year colleges. No state funds were committed, but boards of education were granted the right to charge tuition and thereby lessen the cost to the property-owner on whom nearly ninety-five percent of the cost of educating the children and youth of a New Jersey school district fell at the time.

This was the period when standards of licensure, based on cautious and thorough research findings, were developed and

enforced for institutions of higher learning under the guidance of Dr. Robert H. Morrison, assistant commissioner; and the parameters of sometimes conflicting two-year and four-year college concepts and policies were first laid out.

This was the period when private junior colleges, many purposely espousing Christian philosophy, made their start. Some of these dropped by the wayside after a decade or two of operation more for pragmatic reasons, monetary in nature, than from any lack of appreciation of the objectives and possibilities of the junior college as an educational institution.

Finally, this was the period when the junior college proved it could be a useful political and social tool, able to assist in solving education-related problems arising in the aftermath of the world's most devastating man-made conflict. Re-directing lives through public education was not new, of course, to an America which had assimilated millions of immigrants around the turn of the century, and had outraced all mankind in changing from an agrarian to an industrial and later a technological society. Collegiate institutions, two-year as well as four-year, were simply proving they could follow the lead of the common school and the high school of other generations.

Honoring Those Who Served

War has always been lamented as a scourge of society. Yet as a result of war, mankind has leaped ahead in technological ways that undoubtedly would have been painfully slow or impossible in periods of peace. Take, for example, the Servicemen's Readjustment Act of 1944, known to most as the GI Bill of Rights. Up to the 1970's, at least, this was the greatest single financial contribution to education ever made by the federal government. Unquestionably it did more to popularize higher education by opening doors hitherto blocked to most middle- and lower-class American citizens than any law of the land before or since.

Most GI's of WW-II vintage were high-school graduates with little formal education beyond that point. Their return to civilian life by the tens of thousands coupled with their desire "to go to college" had a crushing effect on higher education in New Jersey since facilities at public and private institutions just were not available to accommodate them. They clamored for relief.

Help of sorts came quickly from the lawmakers in Trenton, but only in the form of enabling legislation — legislation which said that school districts, public colleges and the state university, could expand their enrollment if they wished but only with funds raised locally or provided by sources other than the state. New Jersey,

among the highest 10 percent in wealth among the forty-eight states at that time, would not commit any state funds even to such a popular project as providing higher educational facilities for returning war veterans. Indeed, the countdown to realistic state support of expanded higher educational opportunities still had fifteen years to go.

This seemingly penurious approach of state officials toward assisting in the financing of these and earlier public two-year colleges was the result of two factors: one, tradition in New Jersey that—while education was a state function—under the state constitution most of the control, and with it the financial responsibility, was delegated to local government; and two, a traumatic experience with a broad-based tax during the regime of the Honorable Harold G. Hoffman, a Republican Governor from 1935 through 1937.

Anxious to reduce the burden on the property owner by having the state assume more of the costs of government, Governor Hoffman induced the state legislature to enact a three percent sales tax. Resentment quickly flared and a taxpayers' near revolt resulted. So distasteful did the levy become, in fact, to shopper and shopkeeper alike that "Hoffman's folly" was soon repealed.

For the next thirty years, not unpredictably, politicians turned a deaf ear to any and all proposals for a broad state-level tax, claiming that to support a sales tax or a personal income tax would be "political suicide." Alternative revenue from taxes on gasoline, inheritance, pari-mutuel betting, cigarettes and alcoholic beverages was inadequate to the job of funding public-school, let alone higher, education. The wry joke of the time, since gasoline taxes went almost exclusively for highway construction, that one only contributed to the support of public schools and colleges if he died or sinned (e.g. gambled, smoked or drank) was not without an element of truth.

Proponents of Junior Colleges Undaunted

The believers in the public junior college proved to be a hardy bunch, nonetheless. Grasping at the opportunities, few as they were, given them by professed no-new-taxes legislatures, a myriad of solutions to the problem were tried. Jersey City and Bayonne founded municipal junior colleges; Trenton School of Industrial and Fine Arts upgraded sufficient courses to attain junior college status; Rutgers University organized a number of off-campus extension centers; and veterans' junior colleges were appended *pro tempore* to Glassboro and Newark state teachers' colleges.

Spawned under less than optimal conditions, the post-war public junior colleges folded one by one. For one reason New Jersey

did not take to the "reorganized Grades 13 and 14" concept. Nor did the "university extension" type of junior college prove to be widely accepted. Highly urbanized and its citizens relatively affluent, New Jersey at this juncture seemed unready to support catch-as-catch-can operations just to have junior colleges around. It was true that more and more of its youth were going to college in the 1950's; but since over half of these were enrolling in out-of-state institutions of higher learning, there was no great pressure to make use of shoestring operations.

Like the phoenix, however, the public junior college in New Jersey was destined to rise from the ashes of its early failures. By 1960 New Jersey's educators, showing distaste for the appellation "The Cuckoo State" (after the bird which deposits its eggs in other birds' nests), were banding together to force the creation of a public two-year college program capable of meeting burgeoning interest in higher education and improving the quality of the offerings. Time and circumstances were about to move to their side.

The Remarkable Decade of the 60's

The New Jersey statutes prior to July 1, 1967, required the New Jersey State Board of Education to "survey the needs of higher education and the facilities therefor, and recommend to the Legislature procedures and facilities to meet such needs." The state board, indeed, took this mandate very seriously, authorizing numerous major studies of higher education within the state between 1954 and 1962. Most of them, unfortunately, bore no fruit.

From the junior college viewpoint, a 1960 study directed by Dr. Guy V. Ferrell was probably the most significant. It provided evidence that the major deterrent to establishing two-year colleges in the Garden State "has been the lack of appropriate enabling legislation." It noted further that,

... if public two-year colleges were available, thousands of New Jersey youth would pursue programs of study that would equip them to contribute more fully to society and to fill positions in which there presently exists a serious shortage of personnel.(17)

The recommendations were specific:

—New Jersey should plan the establishment of public two-year colleges immediately;

—They should be known as "County Colleges" and be established through local initiative;

—Funds for capital outlay should be provided by both the state and the county;

—Funds for operation should be provided by the state, the county, and the students.

In 1962 a study of the entire spectrum of higher education in New Jersey was made. Here again the statistics told the story, and

the recommendation that two-year community colleges be established was repeated. Dr. George S. Strayer, a renowned Columbia University professor, and Dr. Charles R. Kelley, a state department functionary, who directed the study put it this way:

The State needs to move immediately in the development of a system of community colleges. Legislation providing for their organization and support should be enacted during the current session of the Legislature. The structure of higher education in the state must be considered as incomplete until these institutions are added. (36)

These two reports must be credited with turning the tide of public opinion. They presented an irresistible appeal. They were clarion calls that rallied educational groups, the general public and political potentates to the cause of democratizing higher education.

Dr. Frederick M. Raubinger, commissioner of education, arranged for bi-partisan support of a bill providing for the establishment of county colleges as called for in the Ferrell and the Strayer-Kelley studies. Led by the New Jersey Education Association, virtually every organization within the state interested in public education supported the measure. The bill was signed into law by new Governor Richard J. Hughes who unabashedly said during the "signing" ceremony that he hoped, as the result of this and other bills to be enacted into law during his regime, to go down in history as the "Education Governor" of New Jersey.

The County College Act indeed gave him a running start toward the "title", for it would bring to reality in New Jersey the challenge of the President's (White House) Commission on National Goals issued in 1960.

By 1970...there should be roughly within commuting distance of every high-school graduate...an institution that performs the following functions:

1. Offers two-year terminal programs for students not going on to a four-year program.
2. Offers transfer programs for students who do wish to complete a four-year program.
3. Serves as a technical institute for the community serving local needs for technical and sub-professional education.
4. Offers continuing education to adults. (16)

Nearly Everybody Gets Into The Act

The passage of L. 1962, c. 41, as the two-year college measure is officially recorded, was more than a legal act. It broke a psychological barrier of no mean proportions. Now the race was to see who could be the "fustest with the mostest." County pride caused virtually every board of chosen freeholders to authorize immediate feasibility studies. Within four years Atlantic, Cumberland, Middlesex and Ocean had their county community colleges in operation.

Camden and Mercer made it in 1967. Bergen, Essex, Gloucester, Morris and Somerset followed in 1968. Brookdale of Monmouth County and Burlington brought the number up to thirteen in 1969.

Union County, birthplace of the emergency junior colleges of the "Depression" years, also came into the field in 1969 but by a different route. Desirous of not duplicating the already successful county-assisted junior college program at privately operated Union College, it organized an "authority" under a special act of the legislature (cf. L. 1968, c. 180) opening a two-campus "community college" on a contract basis with Union College and an upgraded Union County Technical Institute.

Late in 1969 the Passaic County Board of Chosen Freeholders authorized the establishment of Passaic County College with expectations that it would begin accepting students in the fall of 1971.

Meantime, higher education in New Jersey went through a state of upheaval. A bitter struggle developed in the early 60's over control of the six state colleges and the fledgling community-college movement. On the initiative of Governor Hughes, the legislature passed the Higher Education Act of 1966 which called for a separate state department of higher education headed by a chancellor. Commissioner Raubinger, stung by the implication of the turn of events, retired. So did five of the six state college presidents and most of the higher education division of the state department of education.

The new administration of higher education, headed by Chancellor Ralph A. Dungan, proved to be aggressive and innovative. Within months of taking office, it began finalizing a master plan for all post-high-school education; created "service boundary areas," or regional districts, across the state within which only one community college would be approved; and developed policy that clearly indicated that the Division of Two-Year Colleges would tightly coordinate county college functions, diminishing thereby the degree of decision-making at the county level.

The "instant" success of the County College Act of 1962 and the Higher Education Act of 1966 as well, did not go unnoticed by Governor Hughes in his waning days as the state's chief executive. In his budget message to the state legislature in January, 1969, he said,

The fastest growing sector in our system of public higher education is the county colleges . . .

This budget anticipates that in Fiscal, 1970 there will be fourteen county colleges in operation with 26, 122 equivalent full-time (EFT) students . . . I take pride in recalling that legislation creating the county college system was signed into law by me during my first year in office . . . (6)

His successor, William T. Cahill, in prepared speeches made during his campaign in the fall of 1969, found little to fault the Governor in this regard. Said he,

It is to the credit of Governor Hughes and his administration that a major beginning on building a respectable higher education system in New Jersey has been made . . . (23)

Congressman Cahill noted, however, that he was displeased that in 1968 only forty-six percent of all New Jersey college students attended colleges in New Jersey in comparison with eighty percent of all full-time college students nationally remaining in their home states, indicating that expansion of higher education facilities to provide for a greater proportion of New Jersey youth seeking college admission would be prime goals of his administration, too.

In his message in his first budget dated February 16, 1970, Governor Cahill said,

The county colleges continue to comprise the most rapidly growing segment in our higher educational system. I have included an appropriation of \$22.2 million for the State's share of the operating costs of our 14 county colleges which will have a total enrollment of 35,237 full-time equated students in 1971. This compares with \$11 million and 26,122 full-time equated students in 1970. The apparent disparity between costs and numbers of students reflects the increasing costs of operating, because of which many more institutions qualify for the maximum \$600 per equated full-time student aid. (7)

Religion Anyone?

If the 1940's and 50's were pressure-cooker times for public higher education, they were equally so for various Roman Catholic religious orders. Catholic women's congregations in the United States became concerned about upgrading their sister-formation programs, hoping thereby to prepare nuns to cope better with the rapidly changing secular world, and to encourage greater interest among young Catholic women in religious vocations.

Among the women's institutions, Immaculate Conception Junior College of Lodi was the first to open, doing so in 1941. Villa Walsh Junior College in Morristown was second in 1948. Assumption Junior College of Mendham was next, being accredited for collegiate work in 1952.

Archangel College in Englewood Cliffs was created somewhat precipitately also in 1952. Tombrock Junior College of West Paterson began in 1956.

Mount St. Mary College of North Plainfield reactivated its 1905 collegiate charter as a two-year institution in 1965 only to discontinue the program again in 1970. Salesian College of North Haledon opened in 1957 and Alphonsus College of Woodcliffe Lake in 1968.

Toward the close of the decade of the 60's, a rash of name-changes took place in religious-college circles with Immaculate Conception Junior College becoming Felician College, Assumption Junior College using a more descriptive title of Assumption College for Sisters, Villa Walsh Junior College opting for Walsh College, and Archangel College becoming Englewood Cliffs College.

Others divested themselves of the diminutive "junior" in their titles as a by-product of substantive changes occasioned by a different role for the private two-year college in which emphasis would be placed on the admission of lay women, and even men, to what at one time were purely post-high-school institutions for the preparation of women devoting their lives to religious work.

Several private-college administrators reasoned as did John H. Russel in the *Junior College Journal*³² that the name "junior" was an element of confusion when attached to a college name. Unlike a junior high school which is beneath, or prior to, high-school status, a junior college is parallel to the first two-years of a four-year college or university.

"Freshmen and sophomores preparing eventually for a bachelor's degree are the same in a two-year college or a four-year college," one sister-administrator put it. "They're both going to college and doing the same work. Why should the first two years at one institution be called 'junior' and the other not?"

In contrast to the Catholic women's institutions which in the main seemed to be able to redirect, rather than close, their junior colleges to meet changing needs, the seminaries devoted to preparing Catholic priests at the two-year college level were shortlived. Only four such two-year colleges were created between 1947 and 1956 all told, and the last of these ceased to exist in 1970.

Maryknoll Junior College in Lakewood was the first such seminary in 1947. It sold its rights to St. Gabriel's College in 1956. The Mother of the Saviour Seminary in Blackwood became a junior college in 1953, as did St. Joseph's College, Princeton.

Four church-oriented colleges wind up the list of private colleges which offered two-year curricula in New Jersey before 1970. These in the order of their appearance in the field are: Caldwell College for Women, Northeastern Collegiate Bible Institute of Essex Fells, Luther College of the Bible and Liberal Arts of Teaneck, and Alma White College of Zarapath.

Caldwell College for Women, a nationally recognized Catholic college, experimented in 1953 with a two-year course leading to an associate in arts degree in secretarial science. After a few years the

enrollment dropped off and the curriculum was discontinued. Alma White College thought it discerned a need for preparing teacher aides for the public schools and received permission in 1968 to add a two-year curriculum in this field to its regular four-year program. Here again enrollment failed to meet expectations and the program was discontinued in 1970.

Of the two bible colleges only Luther College of the Bible and Liberal Arts actually operated a two-year curriculum. Northeastern Collegiate Bible Institute was listed for a short while as a two-year college with power to award diplomas to those successfully completing its curriculum. However, the courses offered were already three years in length when it achieved collegiate status and shortly thereafter were extended to four years and a bachelor's degree, which effectively removed NCBI from New Jersey's two-year category.

The Future Is For the Prepared

As the 1970's dawned in New Jersey, both the private and the public two-year colleges were hard at work developing and implementing the new era in higher education. Most seemed well on the way to success.

Dr. Ellis F. White, who served as executive secretary of the Governor's Committee on Higher Education which recommended the formation of the state board of higher education, later was president of Essex County College for a short time. In his first *President's Report* he indicated not only the aspirations of many who were sparking the two-year college movement in New Jersey, but many of the problems besetting them:

We opened the door in September, 1968, and 3,400 students walked in thus constituting a phenomenon with few parallels in the history of American higher education Unlike most colleges, which set a quota and fill it via selective admissions policies, we had committed ourselves to a task at once both simpler and much more difficult. The simple part was saying "yes" to all applicants with a high school diploma or equivalent. The difficult part was making good on the implied promise to educate

Who were they, these 3,400 students who put the "big" in this big, new college? Significantly they represented 92 percent of the 3,700 who applied for admission Communities categorized as "urban" supplied 65 percent of the student body, about 10 percent more than the average for New Jersey community colleges in general. Today's urban youth are less well-prepared for college than their suburban counterparts and so it is not surprising that fully 40 percent of the student body enrolled in one or more developmental courses designed to elevate basic skills to college standards. . . .

Predominantly, students were male (by 2:1), non-veterans, single, attending college for the first time (also the first in their family to do so), and commuted to college every day. Average age

was 18.3, slightly older than entering students at other New Jersey community colleges.

Self-identification of racial origins indicates that 53 percent were Caucasian and 34 percent were Negro. Averaged yearly family income was \$7,000, about \$1,000 less than the average for all New Jersey community college students. Financial aid played a crucial role in the lives of many of these students. Almost \$800,000 in state and federal grant, loan and work study funds were disbursed to 30 percent of the student body. Two-thirds of the recipients were residents of the inner city surrounding the college . . .

The thrust of the future was visible in his words. The county colleges in the last quarter of the twentieth century would be large, commuter-oriented institutions. They would have an "open door" admission policy—accepting high-school diplomas or their equivalent at face value when available, but actually requiring an applicant to be only nineteen years old and not in school to qualify. They would be dedicated to a "teaching mission" with strong emphasis on guidance and counseling.

Voices, long muted, were being raised in support of the community colleges. The Prudential Insurance Company, one of the world's most prestigious insurance companies and a New Jersey based corporation, said in the mid-60's:

The two-year college is an institution in its own right, a new kind of college, standing between the high school and the university, offering broad programs of value in and of themselves, neither post-high-school as such, or pre-college as such . . . (15)

The Carnegie Commission on Higher Education composed of nationally prominent educators headed by Dr. Clark Kerr, former president of the University of California, issued a significant report on two-year colleges in 1970.

Laudatory of the community college concept, it predicted that New Jersey would need between 18 and 21 public two-year colleges all told to meet the expected student population growth by 1980. The report called community colleges

a great new democratic invention, pioneering divers and imaginative ways of providing education beyond the high-school level . . . (30)

Urging that community colleges guarantee admission to all high-school graduates and all others capable of benefiting from higher education, it recommended that very low or no tuition be charged. The report stated further,

One of the major assets of community colleges is that they can offer working adults lifetime opportunities for retraining and re-education to protect themselves against educational and occupational obsolescence . . . (30)

Robert H. Finch, original secretary of Health, Education and Welfare in the Richard M. Nixon administration, saw more involvement of the federal government in the junior college movement. He expressed hope in 1969 that more federal funds would be available for higher education in the form of direct subsidies to students and grants to two-year institutions.

Honorable Edith Green, chairman of the House Education Committee and described by the Associated Press as "one of the most powerful women ever to serve in the House of Representatives," added credence to the Secretary's statement. Noting that the federal government-higher education partnership began in 1963 with the first big breakthrough in the Higher Education Facilities Act, she said,

If mutual confidence is maintained and if this partnership continues, then I would predict the federal government will be paying a good percentage of the cost of higher education by the late 70's. . . .

In the 1970's surely the Congress will place more emphasis on vocational education at the secondary level, in post-secondary schools and in community colleges. (38)

Serious Problems Ahead

The future is not without hazards for the two-year college in New Jersey and elsewhere. It faces many critical problems in both the public and private sectors.

Speaking before the 57th Annual Meeting of the U.S. Chamber of Congress, HEW Secretary Finch warned against developing a junior college system that "becomes just a feeder system to four-year colleges." A study by Dr. Leland Medsker of the University of California, Berkeley, indicated that Secretary Finch was pretty much on target since two-thirds of all students entering junior colleges in the 1960's did so with the intention of transferring to senior colleges and universities.

The problem of using the county colleges merely as stepping stones to enter a four-year college at a higher level may have been compounded in New Jersey when the presidents of the six state colleges agreed that,

... beginning in September, 1968, all qualified students who wish to transfer to a state college will be accepted even if the state colleges have to cut down the size of their entering freshman classes.

This policy was barely effectuated when at least some of the receiving colleges began having second thoughts on the matter. Writing in an alumni publication in 1969 Dr. Thomas H. Richardson, president of Montclair State College, said,

The extent that Montclair becomes truly involved in the state system of higher education will be proportional to the extent to which Montclair becomes a senior college. There is no doubt that the need for higher education spaces in New Jersey is so great that all must enthusiastically embrace the developing county colleges.

While Montclair's desire to co-operate is strong and sincere, basic questions will need to be answered about the extent of this involvement. If Montclair accepted all of the county college graduates who applied, its undergraduate program would soon become exclusively a senior two-year institution. The educational implications of such a move would be tremendous and the complete elimination of the freshman and sophomore year students from our campus might be educationally detrimental. In addition to undergraduate academic considerations, the implications of this change for graduate programs and for social and cultural functions of the college must also be considered.⁽³¹⁾

Another problem facing the county colleges as the eighth decade of the twentieth century dawned was a determination of the parameters of the authority of the individual boards of trustees.

The County College Act of 1962 gave considerable control to the local board of trustees but always with the proviso that decisions must be "within the rules and regulations established by the State Board of Education." The state board of that day seemed quite willing to permit the county colleges to make many of their own decisions on fundamental matters but when the Higher Education Act of 1966 passed and the new Department of Higher Education assumed authority it became, as the saying goes, a new ball game.

In September, 1969, the state department of higher education issued the first compilation of "Regulations Governing County Community Colleges." The document left no doubt that free-wheeling by the separate public two-year colleges in regard to salaries, curriculum and the like would not be tolerated.

In regard to compensation alone each board of trustees was ordered to file "a compensation policy," with the Chancellor stating further that "such compensation policy shall establish salary ranges and shall not exceed those established by the Board of Higher Education for other publicly supported colleges."

It further mandated formation of a Curriculum Coordinating Committee empowered to "review all new curriculum program proposals . . . with particular regard to those which are deemed by the Chancellor to require regional or statewide review because of unusual circumstances such as high cost, low enrollment characteristics, or otherwise."

But problems of "control" would not be limited to a dichotomy over state vs. local autonomy in the 70's. Undoubtedly boards of trustees would be in competition with each other over the

allocation of the limited funds available from state and federal sources, and in confrontation with militant faculty and students.

Under the so-called collective negotiations law county college faculties, as public employees, were granted the legal right to negotiate directly with their employer "terms and conditions of employment." It seemed a sure bet that under rules established by the Public Employment Relations Commission (PERC) faculty associations would aggressively pursue their law-based rights.

The problem of students versus the administration over major issues of war, racism, poverty and relevancy was not hypothetical even in the fledgling county colleges of the waning 60's. Camden and Essex each weathered serious threats in their early days. These and other county colleges thereupon defined carefully their positions on student disruption.

The County College of Morris, in what was a rather typical stance for public colleges in the state, noted in its 1969-70 catalog, for example,

It is the right of the public to expect, and the responsibility of the College to insure, that this opportunity (for an education) is maintained free from interference or disruption by persons who seek to impose upon the College through force their own points of view, special interests or demands.

Clearly then, the College can neither condone nor tolerate any forcible activity which disrupts, obstructs, or interrupts the facilities or operation of the College, and persons participating in such activity will be subject to dismissal from the College and to applicable civil or criminal penalties.

While the College is unswerving in its determination to prevent forcible disruption of its operation, it will guard with equal determination the preservation of academic freedom on the campus and the rights and freedoms of its constituent members as provided by law to all citizens. Reference here is to the right of peaceful protest, the right of non-obstructive demonstration, the right to be heard, and the right to receive consideration by the College on issues of concern. . . .

The state board of higher education, startled by the violence on campuses throughout the nation in Spring, 1970, resolved somewhat plaintively that,

WHEREAS: Such unrest has led to the injury and deaths of students and the destruction of college and university property; and,

WHEREAS: The future of the nation depends upon the youth presently in our colleges and universities; be it

RESOLVED: That the Board of Higher Education of the State of New Jersey deplores the use of violence by any persons in the community in the adjudication of conflicts; and expresses its sorrow at the deaths of college and university students where they have occurred in the nation; and,

herewith beseeches the New Jersey educational community to continue to seek social justice, peace and equity through peaceful means.

Minutes 5/15/70

State Board of Higher Education

The Past Is Prologue

What of the future of two-year colleges as viewed from the vantage point of the 70's? Will there be private as well as public ones? Or will the non-public institutions be swallowed up by gargantuan community colleges much as the academy at the turn of the century lost out to the public high school?

Writing in *Agony and Promise*, Seymore Eskow, president of Rockland Community College, saw this as the situation nationally:

There must continue to be sectarian institutions; colleges free to choose the clientele they will serve, the lifestyles they will endorse, the values systems that they will support. The public community college, on the other hand, cannot easily or in good conscience refuse to acknowledge any petition. We come out of that impulse in American life that created the public library, Chataugua, and lyceum, the mechanics institute, agricultural extension, the land-grant college and of course the idea of the common school: pragmatic, populist, mediating institutions that hope, variously, to serve the individual and society by making culture, learning and training widely available. Now society seems to be asking for universal, post-secondary education and the public community college is volunteering to do the job . . . (34)

The shadows of the future were already cast and discernible in some respects by the early 70's. By then, for example, the institutions of higher learning in the state had become sufficiently interested in costly, sophisticated educational hardware to form a joint computer facility — the New Jersey Educational Computing Center.

The ECC is planned to be a corporate entity independent of any particular institution. It is responsible to its Board of Directors and functions independently, free of control from any sponsoring institution other than through that institution's representative on the ECC Board.

The purposes of ECC are (1) to provide computer power and services to New Jersey institutions of higher education, both public and private, which choose to become participants, and (2) to encourage the development of computing in higher education. The ECC will offer computation facilities and services otherwise unavailable to, or too costly for, institutions operating alone. In the long run the ECC will offer all institutions the flexibility and economy provided by large computing facilities, as well as the opportunity to collaborate in the use of even more powerful computers a decade or so in the future. In addition, the educational and administrative services program of the ECC will greatly assist New Jersey's

educational institutions in the development of their programs both for using computers and for educating students in this new and important field. (20)

By 1970, all of the state's public community colleges then in existence had, or planned to have, computer installations. Again, according to the state department of higher education:

The community colleges use computers for both academic and administrative purposes. Several of these institutions offer associate degrees in computer science, programming, or related subjects.

Community college computing classes generally have a pragmatic orientation with strong emphasis on developing skills now in demand — especially in administration programming and management. The program at Mercer County Community College is an example of this type of computer program. Middlesex Community College offers a program which endeavors to build a strong understanding of the nature and character of computer languages as well as how to apply them. Ocean County College offers an even more varied program, with most of its computing classes in the computer-terminal-oriented environment in which students interact with computers in Northern New Jersey. Ocean County College is moving rapidly to offer computer-aided instruction as an adjunct to many classes not explicitly concerned with computers. (20)

Plan Ahead

A priority of the new educational administration in Trenton resulting from passage of the Higher Education Act of 1966 was the development of a master plan which would coordinate the two-year colleges, the state colleges, the state university and other public and private collegiate institutions within the state as well as a look ahead to new and expanded college offerings.

The Committee on Goals of the New Jersey Board of Higher Education after consultation with the higher education community listed ten aspirations in 1970 "toward which the New Jersey higher education system must strive if it is to meet the challenges of the future." Implications for the two-year college segment are easily discerned within them:

1. Assure each individual the opportunity to be educated to the height of his potential.
2. Eliminate financial barriers.
3. Foster diversity and flexibility.
4. Foster an integrated system of public and private institutions.
5. Strive for excellence.
6. Help meet the needs of society.
7. Encourage research and the advancement of knowledge.
8. Sustain academic freedom.
9. Contribute to the well-being of the community.
10. Use all resources to full effect.

The report went on to say,

The colleges and universities of New Jersey, public and private, have from colonial times to the present day striven to provide higher educational opportunities within the bounds of the state, and they have done well what their resources permitted them to do. But the time for uncoordinated effort, limited by inadequate resources, hampered by lack of overall planning, and often guided by opportunistic considerations has passed.

The development of the New Jersey system of higher education is the overall objective of the master plan. The ten specific goals set forth above are designed to assure the development of a system of high quality, responsive to the needs of our citizens. Surely, the New Jersey system of higher education must be characterized by opportunities for the full development of every individual, unhampered by financial barriers; as well as by diversity and flexibility, including both public and independent institutions, each striving for excellence and seeking to help in meeting the needs of society. Research and the advancement of knowledge must be encouraged; academic freedom with its correlative obligations must be sustained as essential to the welfare of the institutions and society; a concern for community welfare must be fostered; and the effective use of all resources must be mandated. . . .

Manifestly, to provide these educational benefits for its citizens, New Jersey must vastly increase college opportunities within the state . . . and must make a much greater commitment of state funds to higher education than in the past. . . . (20)

The words are different, but the appeal to the pride and generosity of the state is the same. It was the plea uttered by the Corsons, the Johnsons, the Morrisons, and many others over a half-century in promoting the cause of the two-year college. Perhaps the latter-day voices, raised at a time when "more education" is the touchstone of success, will be listened to and followed.

If so, all who have paved the way for a strong, viable, properly funded system of higher education will salute those who actually bring such a red-letter event about. For, as one anonymous writer put it,

If I plant one seed that
Grows to ripened grain,
What matter who shall reap?
Mine is the gain.

part II

The Public College



Chapter 3—The Municipal College

*Chapter 4—The Federally-Funded
Emergency Junior
Colleges*

*Chapter 5—The Two-Year Curriculum
in Four-Year Colleges and
The State University*

Chapter 6—The Veterans' College

*Chapter 7—The County Community
College*

INTRODUCTION

Knowing the slow growth of the public two-year college in New Jersey, it is hard to believe that the first junior college in the state was a mere sixteen years behind the establishment of the historical archetype in Joliet, Ill., in 1902. Records show that Newark Junior College opened its doors in 1918 and became thereby the pacesetter two-year collegiate institution in the Garden State.

It was fifteen years later before the next public junior college saw the light of day. This was Union County College, one of the six emergency junior colleges subsidized by federal funds, which came into existence in 1933 and 1934. In 1936 Paterson State Normal School followed, adding a handful of two-year courses to its teacher-preparation curriculum to help those left high and dry when Passaic County's EJC suddenly went out of business.

Established For Many Reasons

In 1939, Jersey City State Teachers' College, experiencing a rapidly diminishing enrollment, received permission to add a two-year general education curriculum and hopefully thereby avoid "bankruptcy." Also in 1939 Newark College of Engineering experimented with a junior division. This brief effort was intended to improve the quality of NCE's total offerings by refusing matriculation to the senior division to those unable to pass a qualifying examination when they completed the junior phase.

A sizable flurry of activity in the establishment of public junior colleges occurred in 1946 when Bayonne and Jersey City began municipal colleges, Glassboro and Newark state teachers' colleges opened two-year curricula for war-veterans, and Rutgers University College Division organized a series of off-campus centers in the university-extension tradition. In 1947 Trenton School of Fine and Industrial Arts was upgraded to junior college stature.

When the crises for which they were organized disappeared, virtually all the public colleges established before 1950 — Trenton Junior College being the exception — ceased operating. Rutgers precipitated a mild comeback in 1958, however, announcing that its UCD would confer associate in arts degrees on those completing the prescribed two-year curricula in the evening division.

The passage of the County College Act of 1962 proved to be the turning point insofar as the permanency of public two-year colleges in New Jersey was concerned. Properly financed, strategically located, sufficient enrollment assured in virtually any area or discipline they chose to offer, the first four of possibly two-score such institutions opened almost simultaneously in 1966. By 1970 ten other public county colleges and one quasi-public two-year institution followed suit.

A half-century had passed between the birth pangs of Newark Junior College in 1918 and the arrival of the golden age for two-year colleges in New Jersey by 1970. To whom should the major credit go for seeing that the junior-college concept didn't die in the bitter years when it was the step-child of higher education? Certainly the torch had passed through many hands. Among those who held it particularly high were:

Edward Cohen and Terrence A. Tollefson, upon whom fell the mantle of leadership in regard to two-year colleges after the passage of the Higher Education Act of 1966.

David B. Corson, founder of the first junior college in Newark in 1918.

Allen R. Cullimore, chairman of the select committee which first studied New Jersey's higher education needs in depth and recommended immediate establishment of a junior college system — would you believe in 1948?

Charles H. Elliott, John H. Bosshart and Frederick M. Raubinger, state education commissioners, who successively endorsed, studied, and proposed viable alternative culminating in the creation of a state-oriented system of county community colleges.

Guy V. Ferrell, architect of the County College Act of 1962, which placed local need, geography and state financial assistance in proper perspective in the creation of new public two-year colleges.

Robert F. Goheen, chairman of a prestigious study committee which advocated spinning off higher education from the State Department of Education and precipitated the enactment of the Higher Education Act of 1966 which did just that.

Arthur L. Johnson, who in the heyday of Rome would have been called in all probability a "cunctator" — a do-it-now man — who wouldn't give up until he founded the first federally-financed public junior college in the nation, in Union County in 1933.

Kenneth C. MacKay, whose professional career was almost entirely devoted to the junior college in New Jersey, spanning the era from emergency junior college to the county community college.

Alfred E. Meder Jr., Ernest E. McMahon and Norman C. Miller of Rutgers, who enthusiastically supported an experiment in "university extension" two-year college programs in New Jersey which laid the groundwork for the granting of degrees to those solely involved in the part-time evening divisions.

Robert B. Meyner and Richard J. Hughes, whose collective sixteen years in the Governor's Chair moved public education into the forefront of state planning and accorded the two-year college its rightful place in the scheme of things.

Robert H. Morrison, first supervisor of junior colleges in the state, whose leadership and scholarship over the years merit him the accolade "father of the two-year college movement" in New Jersey.

Mrs. Olive Sanford, a distinguished woman legislator who boldly introduced a bill to establish county-based junior colleges in the state a quarter-century before they were to come about.

Edward G. Schlaefer, who exerted vast influence on the course of junior colleges in the Garden State not only as the founding dean of one of the two emergency junior colleges which survived into the 1970's but also as guiding spirit of the New Jersey Junior College Association.

New Jersey Behind Other States

Despite herculean efforts by individuals to make it otherwise, New Jersey has been notoriously behind other states in its annual appropriations for higher education down through the years (Fig. 1). The Department of Higher Education reported in January, 1970, that while New Jersey's appropriation of state funds in 1968 tripled the appropriation of 1960, the Garden State nonetheless ranked forty-ninth nationally in *per capita* appropriations for the operating expenses of higher education. New Jersey, incidentally, ranked fifth nationally in terms of *per capita* personal income of its residents for the same period.

FIGURE 1
Expenditures for Higher Education per
\$1,000 of Personal Income in Selected States

National Average	\$14.45
California	12.31
Connecticut	7.68
New York	7.42
Pennsylvania	7.26
Massachusetts	6.83
NEW JERSEY	6.48

Source: "State Government Finances in 1968," Bureau of the Census, U.S. Department of Commerce, June, 1969.

The report of the State Department of Higher Education further states,

The same general picture holds true for state support of community colleges (Fig. 2). During 1968, twenty-nine states made appropriations for the operating expenses of two-year colleges. In terms of total appropriations New Jersey was surpassed by ten of the twenty-nine states. In terms of *per capita* appropriations, New Jersey ranked eighteenth out of the twenty-nine states. (18)

FIGURE 2

Appropriations of State Tax Funds For
Operating Expenses of Two-Year Colleges
(1968-9)

States	Per Capita Approp.	Rank
Alabama	\$1.89	15
Arizona	4.07	5
Arkansas	0.44	24
California	5.01	3
Colorado	2.85	8
Florida	8.67	2
Georgia	0.19	28
Idaho	0.29	25
Illinois	2.05	13
Iowa	2.18	12
Kansas	1.01	19
Maryland	1.39	17
Michigan	2.81	9
Mississippi	2.64	10
Missouri	1.58	16
Nebraska	0.48	23
NEW JERSEY	1.08	18
New Mexico	0.23	27
New York	1.90	14
North Carolina	4.76	4
North Dakota	0.92	20
Ohio	0.63	22
Oklahoma	0.03	29
Oregon	3.94	6
Pennsylvania	0.75	21
Texas	2.41	11
Washington	9.99	1
Wisconsin	0.29	26
Wyoming	3.51	7
U. S. Average	2.37	—

SOURCE: M. M. Chambers, Record of Progress: Ten Years of State Tax Support for Higher Education 1959-60 Through 1968-69. No. 1096 (20)

Each honest calling, each walk of life, has its own elite, its own aristocracy based on excellence of performance.

— James Bryant Conant

Chapter 3

The Municipal College

The idea of municipally controlled two-year colleges did not catch on in New Jersey as it did in a number of other states. In fact, only three two-year colleges organized for the youth of individual school districts ever existed in the Garden State — all of them in large cities.

The first junior college in New Jersey authorized by, and under the sole control of, a local board of education was created in Newark in 1918. Jersey City and Bayonne, also located in the northeastern part of the state, both opened municipal junior colleges in 1946.

Trenton Junior College *per se* was never a municipal institution of higher learning in the true sense of the term. Its precursors, the Evening Drawing School of Trenton and the School of Industrial Arts, were for a time near the turn of the century under the Trenton Board of Education. However, in 1902 they became a combined quasi-state institution with a board of directors appointed by the Governor. Trenton Junior College did not achieve its collegiate status until the late 1940's.

Amazingly, Newark ventured into the field of higher education without any outside financial assistance or encouragement whatsoever. It received no aid from the state primarily because the state provided state aid for education only for students enrolled in the elementary and secondary schools, ending with Grade 12. The Newark Junior College was, in effect, Grades 13 and 14 and

therefore outside the pale of state educational control — and financial assistance.

Superintendent David B. Corson's commitment to the upward extension of Newark's public-school system was sufficiently persuasive for only four years, however. By that time need for expanded physical facilities and rising costs persuaded the Newark Board of Education to abandon the project despite discernably satisfactory progress.

More Came A Quarter-Century Later

Bayonne and Jersey City Boards of Education, pursuant to L, 1946, c.206, resolved to operate junior colleges beginning with the 1946-47 school year. These colleges encompassed Grades 13 and 14 reorganized on a collegiate basis. They were both housed in high-school buildings, Jersey City's operating entirely on a late-afternoon and evening basis.

The state legislature authorized the establishment of municipal junior colleges in 1946 primarily to assist the hordes of returning World War II servicemen to obtain collegiate education despite the fact that existing public and private institutions of higher learning were overcrowded and unable to accept those being discharged from the armed forces, suddenly and in large numbers. Admission, however, was not limited to war veterans but was open as well to other qualified high-school graduates. Both Bayonne Junior College and Jersey City Junior College in fact existed, and appeared to prosper, several years after the veterans' "emergency" dissipated.

Like Newark, Bayonne and Jersey City officials lacked anything resembling total commitment to municipally-operated junior colleges. As long as the so-called GI Bill of Rights provided substantial funds to advance the education of returning war veterans, city bosses were enthusiastic about creating post-high-school educational opportunities for their young citizens. However, when the burden for operating them fell entirely on local taxpayers, there were second thoughts over value received for dollars spent — among politically-oriented stewards.

Bayonne Junior College gave up the ghost first. Jersey City Junior College lasted a few years longer, not expiring until 1959. The demise of the latter apparently signaled the end for locally operated and financed colleges in New Jersey. Without a broader tax base even colleges run by the large, relatively well-heeled cities of that time appeared unable to survive.

Having twice-tried and twice-failed at widely differing times in the state's history, it was a case of back to the drawing boards for a better idea — or forget the junior college concept altogether.

NEWARK JUNIOR COLLEGE

On August 29, 1918, on the recommendation of Superintendent Corson, the Newark Board of Education adopted a resolution establishing the Newark Junior College as a municipal institution under its control. It did this "without university initiative or encouragement" upon the conviction "that the city should give its youth an opportunity to do work of collegiate grade at home." It was to prove to be a noble experiment, but short-lived.

The first classes were held on September 10, 1918, in South Side High School. Recitation hours, as they were called, ranged from 8:30 A.M. to 4:30 P.M. "on each school day." The college held its own assemblies, had its own athletic teams, introduced an honor system and permitted its students to govern themselves through a central college organization which all had to join.

Three categories of students attended. First were the matriculated students "comprising those who could meet the entrance requirements of a senior college." Second were those who met entrance requirements "with no more than two conditions." Third were those special students who desired to pursue college subjects but who did not intend to work for a degree in a senior college.

No mention is made in the Newark BOE minutes or the Superintendent's annual report of the number of students enrolled in NJC. It is noted, however, that during the four years of its existence the college graduated a total of 76 students at its twice-a-year commencement exercises.

Superintendent Corson's annual reports to his board of education lauded the NJC staff. His comments are also somewhat revelatory of the conditions which existed at that time.

... The faculty of the Newark Junior College is composed of seventeen members, eight of whom give their time exclusively to the college... Four of the faculty are also ranking heads of the departments in the high school. They are allowed to retain this rank for the present because the legal status of junior college teachers has not been determined in New Jersey. All are college graduates. Thirteen have done post-graduate work and hold the Master's degree, while three hold in addition the degree of Doctor of Philosophy. They are all teachers of successful experience and excellent records. Some are authors of books and contributors to periodicals and active leaders in their profession. They are skillful instructors, devoted to their work and ambitious to make the college successful.

The salary schedule is \$1,900 to \$3,800 for men, and \$1,400 to \$3,200 for women...

... The college year is from 36 to 38 weeks, according to the calendar... The students carry a minimum program of 16 hours, but should a senior institution require 18 or even 21 hours as some

of the engineering schools do, the student is permitted to do that amount of work. The student's work is carefully followed and should it show weaknesses he is required to drop the subject.

The program of studies includes English, the classic and foreign languages, mathematics, sciences and social studies, philosophical subject, public speaking, physical training and hygiene, and the commercial subjects of the secretarial course. All the courses and textbooks are of collegiate grade and are not high-school courses with supplemental work. Although given in a high school building, they correspond in scope and character to the freshman and sophomore courses given in colleges of the highest rank in the country.

The library facilities are supplemented by the collection of the Free Public Library which is at the disposal of the college. The equipment and facilities of the physical and biological laboratories are excellent, and are equal, if not superior, to those of many small colleges. (10)

Quality and potential to the contrary, the Newark Board of Education found spiraling costs too high and dissolved its fledgling college officially on July 1, 1922.



Chapter 4

The Federally-Funded Emergency Junior Colleges

In 1933 the United States was experiencing a severe economic depression. Unemployment was reaching disastrous proportions with twelve to fifteen million industrial workers alone out of work. Thousands of these resided in metropolitan North Jersey.

A severe drop in the prices of farm products had reduced almost half of the population of the country — including many thousands living in southern New Jersey — to a level of bare subsistence. Mortgages on city homes and country farms alike were being foreclosed.

The pinch, as it was euphemistically called, was felt by public employees as well as those privately employed. Taxes were not being paid by many with the result that municipal and school district coffers were running dry. Many teachers were being paid in scrip, if they were paid at all.

Franklin D. Roosevelt was inaugurated on March 4, 1933, as President of the United States. True to his campaign pledges he took immediate action to overhaul the economy and get the country "back on its feet." A major step was the quick passage by Congress of the Emergency Relief Act which appropriated \$500,000,000 (a small fortune in 1933 dollars) for the relief of the unemployed to be spent by the federal government in co-operation with the states and localities.

Dr. A. L. Johnson, Union County superintendent of schools, was concerned about two aspects of the unemployment problem — the number of teachers unable to find work at all, let alone jobs commensurate with their preparation and abilities, and the dearth of work opportunities for the high-school graduate. Sensing the eventual availability of some ERA funds to ease these twin problems, he appointed a committee to investigate unemployment of teachers and high-school graduates in the area and to recommend action of some sort to alleviate the situation.

The survey, to the surprise of no one, revealed large numbers of unemployed high-school graduates and unemployed teachers in Elizabeth and its heavily industrial environs. It recommended that a junior college be opened in a central location staffed by the unemployed teachers, attended by unemployed youths and financed by appropriations from the Emergency Relief Administration.

The findings were presented to John W. Colt, state director of the New Jersey Emergency Relief Administration. The survey convinced Mr. Colt and everyone else apparently, up to and including President Roosevelt, that there was a real need for funneling federal funds to Union County via the junior college route.

ERA, the advocates of the junior college plan said, could play a determining role in bringing a necessary educational institution about, and at the same time make a dent in the unemployment problem by putting teachers back in gainful professional employment while removing hundreds of youth from the demoralizing grip of idleness into a constructive program of self-improvement.

The organization of a junior college in Union County was quickly approved, undoubtedly with the personal blessing of President Roosevelt, as part of the work for relief program. Funds were made available in early October and Dr. Johnson was authorized to proceed with plans for the Union County Junior College.

The school superintendents and supervising principals in Union County, serving as a committee under the chairmanship of Dr. Johnson, secured the assistance of Dr. Charles H. Elliott, the commissioner of education; Dr. Walter T. Marvin, dean of the College of Arts and Sciences at Rutgers University; Dr. Luther P. Eisenhart, dean of the Graduate School, Princeton University; Dr. Howard Dare White, assistant commissioner for secondary education; and Dr. John R. Patterson, supervising principal at Roselle.

Arrangements were made for the use of the Roselle High School classrooms, library and laboratories from four to 10 P.M. A course of study was prepared. A director and staff were selected from among

unemployed teachers, and students were enrolled. On October 16, 1933, Union County Junior College opened with 243 students in attendance.

From the time angle alone the creation of Union County Junior College is perhaps the closest thing to a miracle in the history of public education in New Jersey. It proved, for example, that higher education could be used to help solve social problems. It proved, too, that education beyond high school could be made available to the poor and the underprivileged to their advantage as well as to the community's. It proved, finally, that perceptive educators could convince Washington that federal money could be spent advantageously on educational projects. The lessons, once learned, were never to be wholly forgotten in New Jersey.

The idea of developing federally-funded junior colleges to provide jobs for out-of-work teachers and a constructive way-of-life for unemployed high-school graduates remained a New Jersey phenomenon of the depression years but not the province of Union County alone.

During the next 12 months five additional junior colleges were established by the New Jersey Emergency Relief Administration. In each county involved, the county superintendent of schools and a committee of educators served as the sponsors of the college. The counties concerned and the locations of the emergency junior colleges were,

Essex County at the State Teachers College in Newark
Middlesex County at the Perth Amboy High School
Monmouth County at the Long Branch High School
Morris County at the Morristown High School
Passaic County at the State Normal School in Paterson.

Each of the five followed the pattern established for Union County in appointing unemployed teachers to staff the institutions and in using classrooms, laboratories and the library of the host institution during late-afternoon and evening hours. Each library was supplemented by books of collegiate grade from the state library.

In one of Mr. Colt's reports concerning the activities of the New Jersey ERA, he commented on the emergency junior colleges thusly,

Seventeen hundred and ninety-seven boys and girls enrolled (during the first year). One of the vivid and lasting memories I shall carry with me of my services as Director of Emergency Relief is the picture of these students on the days when these colleges opened. One could not attend these ceremonies without gaining a sense of seriousness of purpose, of an eagerness to grasp an opportunity before considered lost, of joy and happiness in being able to make profitable use of a year which otherwise would have been spent in enforced idleness and gloom. (28)

These words, as well as the ability of several of the emergency junior colleges to exist for a considerable time after federal appropriations were terminated, clearly belie the charge of "boon-doggie" with which some, perhaps politically motivated, sometimes castigated the mushrooming operation.*

The State Supervisory Board

To insure the highest standards consistent with the purposes of the colleges and to attain the richest results educationally, the ERA organized a state supervisory board to co-ordinate the emergency junior college projects. Members of the board were selected to represent the state board of education, the state board of regents, the faculties of Rutgers and Princeton Universities, and the high-school faculties of New Jersey. Included were, Drs. Marvin, Johnson, Eisenhart and Elliott, and Mr. Colt. Also, Mrs. Seymour L. Cromwell, member state board of education; Mr. John B. Dougall, superintendent of schools, Summit; Mr. Henry W. Jeffers, chairman, New Jersey state board of regents; Dr. A. B. Meredith, educational adviser, New Jersey state board of regents; Monsignor Frank J. Monaghan, president, Seton Hall College; and Mr. W. M. Van Deusen, executive secretary, ERA Council.

This board chose Dr. Robert H. Morrison for its executive officer with the title, State Supervisor of Junior Colleges. Dr. Morrison at the time of his appointment was serving as professor of education at the State Teachers' College in Montclair.** He came to the position of State Supervisor of Emergency Junior Colleges with broad experience in public-school administration and college teaching.

The State Supervisory Board for Emergency Junior Colleges was assigned such functions as,

- studying the need for the establishment of additional emergency junior colleges;
- serving in an advisory capacity to the state director of the Emergency Relief Administration on his appointment of members to the local board of control for each emergency junior college;

*No one less than Mrs. Eleanor Roosevelt, FDR's talented wife whose humanitarian projects won her acclaim as one of the great ladies of the world, destroyed any lingering doubts over the worthwhileness of the creation of New Jersey's emergency junior colleges under the aegis of her husband's brainchild, the ERA. On being informed in the late 1950's that the first of these — Union Junior College — was seeking community-wide support for a planned expansion of its facilities, Mrs. Roosevelt sent a personal check of "a sizable amount," plus a letter wishing Union Junior College "continued success", to UJC President Kenneth C. MacKay.

**Dr. Morrison, who had what Montclair STC's president Dr. Harry A. Sprague once described as the "habit of success" became, successively, president of Paterson State Teachers' College and director of teacher education and assistant commissioner of higher education in the State Department of Education. Dr. Morrison provided most of the material used in this chapter.

- confirming the appointment of emergency college deans;
- establishing standards for the appointment of teachers by local college boards;
- establishing standards for junior college curricula;
- approving requests of local college boards for curricular additions, deletions or other modification;
- approving guidance programs recommended by local college boards;
- developing agreements with institutions of higher learning concerning the receiving of junior college students by transfer with advance standing;
- establishing and maintaining a system of student records for the emergency junior colleges;
- establishing and maintaining through its executive officer, the deans and staff members of the junior colleges a program for the improvement of classroom instruction and guidance services for the students.

The ERA also appointed a local board for each emergency junior college, with duties complementing those of the state supervisory board.

The pattern of locally-managed, county-wide junior colleges co-ordinated at the state level which was developed during the Depression proved to be a viable *modus operandi*. Its success can be measured by the fact that the pattern was closely followed 30 years later in preparing legislation setting up New Jersey's modern community college system.

Dr. Morrison in his report to the New Jersey Emergency Relief Administration in 1935 had this to say,

This administrative organization had the advantages of retaining local interest as well as State guidance and unification. Each local board through its staff and dean, planned to meet the needs of the particular area served by the College. The State Supervisory Board guided the development of these emergency institutions in co-ordinating their programs with the institutions already established.

(28)

Academic Qualifications of the Faculties

Each dean selected faculty members with the approval of his local board of control. His job as employer had its complicating aspects. He was limited in selection, for instance, to those New Jersey teachers who were unable to find work akin to their preparation. In spite of such a restriction each dean managed to assemble a corps of teachers who were academically qualified in their respective fields and whose professional training for teaching met acceptable standards.

Anxious to find statistical proof to support the above assumption, the state supervisor's office reviewed the literature of the day which indicated that using the highest degree held by a college

teacher as an indicator of his worth was not wholly satisfactory but nonetheless quite universally accepted.

Dr. Leonard V. Koos²⁵ reporting on college instructors in lower divisions of a selected group of universities, stated as early as 1925 that 33.8 percent had attained a bachelor's degree, 55.4 percent had master's degrees and 10.8 percent held doctorates. Dr. Walter C. Ells¹⁴ reported in 1931 that the junior colleges throughout the United States had set up as a teaching faculty standard the holding of a master's degree or its equivalent. His survey of public junior colleges showed that 13 percent of the faculties held no degree, 45 percent had attained the bachelor's degree, 39 percent held master's degrees and three percent doctor's degrees.

The New Jersey emergency junior colleges, despite being limited to employing only those teachers in urgent need of employment, rated higher on the basis of academic degrees attained by their faculties than those reported by Koos and Ells. For the collegiate year 1934-5 the emergency junior colleges had seven percent of their faculties holding miscellaneous degrees of a nature less than a bachelor of arts or science, 29 percent attaining the bachelor's degree, 47 percent holding master's degrees and 17 percent achieving the doctorate. The degrees had been earned in state universities, independent universities such as Harvard and Columbia, and church-related universities such as Fordham and Southern Methodist. This simple test alone, observers agreed at the time, left little doubt that the emergency junior colleges were reasonably successful in obtaining faculties whose qualifications were equal, if not superior, to similar institutions around the country.

Course Offerings In The EJC

The state supervisory board early in its tenure unanimously endorsed a recommendation by the state supervisor that chief emphasis be given to courses which would be accepted by transfer for credit in well-established institutions of higher learning. Therefore all students admitted to the freshman year in the EJC were urged to plan to transfer to senior institutions for advanced courses, and to choose junior college courses which would facilitate such transfer in arts and sciences, business administration or engineering. Students not interested in transferring were permitted, however, to select courses which satisfied their particular interests.

Courses offered were usually in the academic disciplines and were sometimes contingent upon the availability of instructors. Generally, however, courses such as accounting, economics, marketing, United States and European history, and introduction to sociology were offered.

Since shops and laboratories were not available to offer technical and semi-professional courses, no attempt was made by the EJC's to prepare students for career employment.

Functions of Junior Colleges

Junior colleges as conceived and administered in the United States in the 1930's had four distinct functions:

- **The popularizing function.** The junior colleges were located near centers of population. They could be attended during the day and evening hours by many who because of economic status or geographic location could not attend a college or university beyond commuting distance from their homes. The local junior college also served as a center for lectures, concerts, plays, and festivals. These factors tended to popularize education beyond the high-school level.
 - **The preparatory function.** Many students attended junior colleges to complete courses required for admission to specialized curricula in upper divisions of colleges and universities.
 - **The terminal or career qualifying function.** Many occupations even in the 30's required preparation beyond high-school graduation. Junior colleges from the date of their origin stressed training to prepare for employment in technical and semi-professional occupations.
 - **The guidance function.** Many high-school graduates were undecided concerning their plans for the future. Through counselling junior-college instructors helped young men and women evaluate their abilities, define their choices, and plan how to attain their goals.
- (28)

The New Jersey EJC's attempted to carry out similar functions. They achieved fairly well in preparing students to transfer to the upper divisions of four-year colleges and universities for advanced study. Students had little or no difficulty in choosing courses for which they could receive credit by transfer. During September, 1934, seventy-four students who had studied the year before in one or another Emergency Junior College transferred to accredited institutions of higher learning. The deans of the EJC's prepared transcripts of credit and letters descriptive of the personal qualities of the students to help them gain admission to other colleges. Fifteen of the seventy-four students were forced to withdraw from the receiving institution without completing their courses for various reasons. Fifty-nine of the group surveyed completed the first semester satisfactorily. These students enrolled in forty-two institutions located in 18 different states and the District of Columbia.

Most of the receiving institutions granted advance standing probationally to EJC alumni with the assurance that those students whose subsequent achievement was satisfactory would receive full credit for courses completed in the emergency junior colleges. The

ratings of these transfer students at the end of the first semester on the new campuses are revelatory:

Distinctly Superior	- 7
Above Average	- 22
Fair	- 21
Below Average	- 7
Distinctly Inferior	- 2

As a result of such success by some, other students from emergency junior colleges increasingly found the doors of many reputable institutions of higher learning open to them. Among them were some with considerable prestige such as the universities of Michigan, Iowa, Rutgers, Bucknell, and Washington and Lee.

The emergency junior colleges in New Jersey also served in a limited way to popularize higher education. They were established to provide education primarily for unemployed high-school graduates and to provide work for unemployed teachers who were qualified to teach college level courses.

Some students who were unwilling to study and others who lacked ability to achieve withdrew voluntarily after a short period. The great majority of students accepted the challenge and gave time and energy to complete successfully the courses for which they had registered. Successful completion served as an incentive to many to enroll for additional junior college courses or to continue their studies in other colleges as their economic situations improved. Some older people who were employed enrolled for one or two courses in which they had developed a special interest. Indeed the fact that older students (some of them college graduates) found EJC classes worth attending enhanced the prestige of the emergency junior colleges and demonstrated the need for college-level courses available to all, as well.

The established junior colleges, particularly those in California, were in 1934 offering courses to prepare students for employment in technical and semi-professional occupations. However, New Jersey's EJC's functioned as terminal institutions only incidentally. Courses requiring shops and laboratories such as auto mechanics, electrical appliance services, building construction, landscaping and the like, could not be offered in the limited high-school facilities available in the early stages of the New Jersey program.

Some job-related courses such as real estate and insurance were offered but attracted too few students to warrant continuance. Others such as engineering-drawing for prospective draftsmen and English-for-business for young secretaries seeking to improve their skills were quite popular.

Accounting courses were successfully offered in each of the six EJC's. These apparently attracted those looking for employment in this field as well as those newly employed who had aspirations of attaining positions of greater responsibility.

The administrative officers and faculties of the emergency junior colleges recognized that guidance of students was one of their major responsibilities. Deans of men and of women were appointed in each college with responsibilities for the counseling and guidance of students. All faculty members participated additionally in the guidance programs.

The counseling program at the typical EJC was concerned with,

- adjustment to the college program and to the student's home and community environment;
- educational planning including improvement in study procedures, training in library usage, note-taking and summarizing, thinking and problem-solving, and selection of courses;
- self-knowledge and self-development with emphasis on vocational and avocational choices;
- health and hygiene both physical and mental;
- family relationships and marriage. (28)

Information concerning each student was assembled by means of a questionnaire and individual conferences. This fact-gathering covered home and social life, family data, employment (if any), interest in co-curricular activities, and occupational aspirations.

The questionnaires, the scholastic records and the scores obtained from the then popular American Council Psychological Examination and the Purdue Placement Test in English were used by the deans and staff members in carrying forward such personnel services as: determining the student's load in courses, helping students choose courses, recommending advance college work for students, recommending disciplinary measures, counselling students concerning vocational choices, recommending student probation or dismissal, advising students concerning maximum hours of work outside the college, recommending scholarships, recommending students for prospective employment, recommending students for admission to institutions of higher learning, guiding students in their co-curricular activities and impressing students with their responsibility to use their time effectively.

The Program for Improvement of Instruction

The state supervisory board recognized the need for constant effort toward improvement of instruction in the emergency junior colleges. It urged the state supervisor to stimulate excellent teaching and to strive for the elimination of poor teaching.

The quality of instruction, in fact, was the board's chief concern. It insisted that any educational institution which neglected to study the means for improving instruction was denying the students the rights and privileges to which they were entitled.

The need for a program planned to improve instruction in the emergency junior colleges was quite evident. The teaching staff had been hastily selected. Course of study materials at the beginning were not available. Some of the instructors were without teaching experience. Of those who were experienced, only a few had taught in junior colleges.

Men and women from universities, colleges, high schools, private academies, and from business and professional occupations were recruited from among the unemployed and given the task of organizing a course of study and then using it as a basis for teaching. Their task was most difficult.

The faculties recognized the need for criteria to guide them in the improvement of their instructional procedures. Therefore early in September, 1934, they began an analysis of the professional literature concerning teaching on the junior-college level. The deans and faculties summarized their readings and after intergroup discussion on the several campuses agreed upon ten criteria as the basis for judging the effectiveness of their own classroom procedures. The criteria were,

- assignments wherever possible should be chiefly in terms of problems.
- there should be a carefully prepared teaching plan for each class meeting.
- in so far as practicable there should be frequent applications relating subject-matter to every-day life experiences.
- tests should not be confined to one final examination, but should be given frequently, whenever units of subject matter are completed.
- there should be very careful checks of, and definite provisions for, individual differences among students, particularly in aptitudes and interests.
- there should be many opportunities for students to express themselves through discussions, written reports, projects and other activities planned to promote student initiative and originality.
- each written assignment submitted by a student should be read carefully by the teacher concerned and returned to the student with comments, suggestions and an evaluation.
- there should be frequent personal conferences supplementing class instruction.
- there should be a definite summarizing of material covered by the instructor and the class at the completion of every important curriculum unit.
- opportunity should be given for students to evaluate their courses and to suggest revisions for subsequent classes. (28)

The faculties further agreed that ratings of instructors' activities were a means for improving classroom instruction. They endorsed three methods of evaluating instructional procedures. First was self-rating. (If a teacher can evaluate his own effectiveness accurately and without bias, he is more likely to be ready to make those changes necessary for improvement.) Second was rating by a trusted colleague or supervisory officer. (In order to have effective evaluations by others, a common understanding of the basis for ratings is highly desirable.) Third was rating by means of student appraisals of the effectiveness of their instructor. (Such appraisals given with impartiality and frankness were considered highly valuable by a high percentage of the faculty members of the New Jersey emergency junior colleges.)

In order to provide a common basis for evaluation and to emphasize what constitutes good and poor teaching, a rating scale was formulated by faculty representatives working with the deans and the state supervisor. There was agreement that a competent observer could by means of classroom visits rate an instructor on the following twelve phases of teaching:

- mastery of subject matter being taught
- clarity of purpose underlying the teacher's procedures
- effectiveness in using questions
- aptness in illustrations
- preparation for the lesson being taught
- participation by students
- relating of subject matter to every day life experiences
- efforts to motivate students
- explanation of difficult subject matter
- variety in instruction
- rapport between students and teacher
- definiteness in making assignments.

A rating scale was formulated using the twelve phases of teaching above as the basis for evaluation. The rating scale described poor, average, and excellent teaching for each evaluative point. The following two illustrations are descriptive of the scale,

a. Effectiveness in using questions

poor	average	excellent
No apparent plan for questions. Purpose of the questions not clear.	Questions of apparent value but not well organized.	Questions clear in purpose and large in scope and definitely related to the lesson at hand.

b. Definiteness in making assignments

poor	average	excellent
Assignment hurriedly made. Not challenging to students.	Assignment definite but does not indicate purpose.	Purpose clear. Requirements definitely stated. The student is challenged to achieve.

Similar descriptions were formulated for the other ten phases of teaching. The scale was used in self-rating and also as the basis for after class conferences between the dean and the instructor and in joint evaluations by deans and the state supervisor. Many instructors praised the use of the scale. Some, however, were unhappy with the suggestion they could improve through self-ratings and evaluations by observers.

Several of the faculty requested their students to appraise their teaching by using the scale. Such appraisals were strictly for the instructor concerned. No effort was made by the deans or the state supervisor to examine appraisals of teachers made by their students.

Construction of Course Syllabi

Early in September, 1934, the state supervisor recommended a vigorous effort toward producing a syllabus for each course. It was fully recognized that different types of subject matter require different types of syllabi. It was further recognized that instructors need freedom in using syllabi. It was believed that working on syllabi by faculty would broaden their understandings, develop new viewpoints, and stimulate greater effort to teach well.

This cooperative effort in syllabus-making was well liked by a high percentage of faculty who participated. They endorsed the project as a means to improve classroom teaching, to unify courses taught by different instructors in different colleges, and in saving time in planning lessons for daily teaching.

Although nearly all of the instructors were inexperienced in making syllabi, the results achieved were most gratifying to the members of the state supervisory board who reviewed the materials produced.

Syllabi were prepared for each course offered. Not all were good. The faculty members through the syllabus projects learned to know each other and to compare ideas. Throughout the period of the emergency junior colleges, writing and revising syllabi was a major project.

Conferences

A new organization such as the New Jersey emergency junior colleges needed an integrating program. Teamwork on the part of instructors, administrators, state officials and members of the local boards and the state supervisory board was highly essential. There was wide agreement that the six emergency junior colleges should function as a unified system and not as competing institutions. A series of conferences was planned to seek unity concerning goals,

curricula, faculty policies, student personnel services, public relations and financial management. Another series of conferences was planned to exchange ideas about classroom-teaching procedures.

The first general conference was held at Rutgers University on November 23, 1934. The faculties and deans of all six colleges assembled for an all-day conference on that date. Dr. Walter T. Marvin, chairman of the state supervisory board, was the main speaker. He emphasized the pioneering of the emergency junior colleges and challenged the teachers to think of their tasks as of great social, as well as educational, significance. He reminded his listeners that they had opportunities to replace despair with hope while helping young men and women educate themselves.

In addition to the general session, group meetings were held where the instructors were able to voice their problems and listen to suggestions for possible solutions. These departmental conferences were popular with the teachers. The state supervisor conducted four such conferences during each academic year of the emergency program.

The six deans met monthly with the state supervisor. The deans studied professional literature and rendered constructive reports on such topics as: records in junior colleges, helping junior college students find part-time employment, a junior college public relations program, working with teachers to improve instruction and counseling junior college students.

Phasing Out the Emergency Junior Colleges

In the summer of 1935 the Federal Government organized the Work Projects Administration (WPA) to provide jobs for able-bodied unemployed men and women. The work programs of the New Jersey Emergency Relief Administration were discontinued or transferred to the New Jersey Division of the WPA. By administrative directive, President Roosevelt created the National Youth Administration (NYA). The State Supervisory Board for Emergency Junior Colleges directed its executive officer to submit an application to the National Youth Administration for funds to continue and enlarge the junior college programs.

When the time arrived for reopening the junior colleges following the summer vacation of 1935, no funds were available. The state supervisory board appealed to the New Jersey Emergency Relief Administration for funds to operate the junior colleges for the months of September and October with the hope that the National Youth Administration would continue the program beginning November 1. Funds were made available. Replacements were

recruited for faculty members who had secured other employment during the summer and in late September the six junior colleges reopened with approximately 3000 students in attendance.

Great uncertainty concerning the continuance of the colleges affected adversely the students and teachers. Funds for ERA projects were exhausted by October 31, 1935. At that time the NYA had not yet received approval for the proposed continuance of the EJC programs. This necessitated the deactivation of the state supervisory board. With no assurance that they would ever be paid, the faculties of the emergency junior colleges voted to continue the operation with the hope that the NYA would grant approval and provide funds. Such approval was announced in mid-December.

Dr. Elliott, the commissioner of education, was designated to sponsor the NYA Emergency Junior Colleges. He requested Dr. Morrison to continue as state supervisor. The commissioner then requested each junior college board to continue to function. He also informed the members of the boards that he had no commitment from the National Youth Administration that it would provide funds for continuance after June 30, 1936. The faculties began to think in terms of discontinuance of federal funds as of that date. Several faculty members had suffered financial hardships during the period from November 1, 1935, the date of the last payment from the Emergency Relief Administration, to mid-January, 1936, when the first payments to the faculty were received from the National Youth Administration. These first payments were for November and December, 1935.

During the first six months of 1936 faculty members were eager and persistent in seeking employment other than in the EJC's. Many did find other employment. Their replacements were increasingly difficult to find.

In June, 1936, the colleges announced their plans. Monmouth and Union had secured assurance of limited donations from the freeholders of those two counties. The board of each of these colleges incorporated. They announced continuance of their programs at low tuition rates. They made agreements with the boards of education in Long Branch and Roselle to continue to use the high-school buildings in those cities daily for conducting the college programs. The state board of education endorsed these two colleges and licensed them to continue with the assurance that students who made satisfactory grades would be recommended for transfer to accredited colleges.

Morris Junior College decided to continue its program on a private basis. Drew University, located in the nearby city of Madison,

provided scholarships for some of the Morris Junior College students whose grades were excellent.

The Passaic County Junior College in Paterson discontinued and arranged for the Paterson State Normal School to offer a program of late-afternoon and evening classes similar to the courses which had been offered by the junior college and to receive by transfer those who wished to continue their studies. The state board of education established a low tuition fee of \$37.50 per semester for the junior college courses. The National Youth Administration approved work scholarships for those in need of financial assistance to continue their studies.

The Essex Junior College in Newark and the Middlesex Junior College in Perth Amboy were informed by NYA that these two institutions, because of their locations in high unemployment areas, would be recommended for continuance of their programs. Funds were made available for these two colleges to operate for the period September 16, 1936, to June 15, 1937. At the end of that period the NYA discontinued all funds for the junior college programs. The college in Perth Amboy announced that it would not continue in September, 1937. The registrar of the Perth Amboy High School assumed control of the records and sent transcripts to colleges where former students were applying for admission. Essex Junior College also disbanded. The Newark State Normal School assumed control of the records of Essex J.C.

The emergency junior colleges were born during a period of great economic upheaval. They operated under adverse circumstances with some degree of success. Many of their faculty members were later appointed to positions in accredited colleges. Some became college deans. Many of the students continued on in other colleges and attained degrees.

As a pioneering effort the emergency junior college project was a success. The board members, the faculties, the administrative officers and the students were proud of their contributions to the achievement of these institutions which did so much with so little.* They had proved that county-based junior colleges were not only feasible but desirable in New Jersey. They had proved, too, that New Jerseyans would attend such colleges if conveniently located for them.

*Two men appear to stand above all others in this era. Dr. A. L. Johnson conceived the idea and had both the educational know-how and the political acumen to bring the junior college idea into being in truly troublesome times. Dr. Robert H. Morrison had the administrative ability as well as the perceptiveness into what makes an educational project function to develop these junior colleges into surprisingly effective, if limited, institutions of higher learning almost overnight.

ESSEX JUNIOR COLLEGE IN NEWARK

According to the October 26, 1933, minutes of the Newark, New Jersey, Board of Education a letter was received from one Harry Werbel who suggested that the Board offer the New Jersey Emergency Relief Administration use of a local high-school building "for the purpose of establishing a junior college similar to the one in Union."

No action was taken on the epistle, according to the minutes, possibly because board members knew that the superintendents of the school districts of Essex County were already planning the creation of a junior college "similar to that in Union" to serve the entire county.

Mr. Werbel nonetheless deserves credit for implicitly recognizing a "good thing" in its embryonic stage. Union County Junior College, the first of the emergency junior colleges, had opened its doors just 10 days prior to the reading of Mr. Werbel's letter and was "an instant success," as newspapers around the state were editorializing.

Entitled the Essex Junior College in Newark, this unit of the EJC system was organized by Lawrence S. Chase, Essex County superintendent of schools. It operated on a late-afternoon and evening basis in quarters provided by the New Jersey State Normal School at Newark located at Broadway and Fourth Avenue.

When federal funds began drying up in the spring of 1935, County Superintendent Chase and the board of trustees turned to the local public-school districts for financial aid. While the Newark Board of Education is on record as making a \$300 contribution to the cause, a letter from Mr. Chase to the board dated April 30, 1936, indicates that the struggle to keep the college going was not eliciting 100 percent response:

... The Relief Junior Colleges have continued to operate in New Jersey including one here in Essex County. All miscellaneous expenses have been paid from contributions of some (sic!) of the schoolboards of the County....

Byron W. Hartley was an early dean of Essex Junior College followed by Frederick Pistor. Dr. John C. Hutchinson Jr., later a professor of sociology at Newark State College, was appointed to replace Pistor for the summer months in 1937 on a custodial basis in expectation that Essex Junior would probably fold before the fall semester opened. It did and Dr. Hutchinson arranged for the records to be stored in what by then had become the Newark State Teachers' College.

Several of the faculty were determined to continue the college, however, even without public funding. In fact some of the more

militant staff members lodged a formal grievance with the Emergency Relief Association charging the state supervisor of junior colleges, with "discrimination" in recommending closing of four of the six EJC's. William H. J. Ely, the state administrator of the ERA at the time, held a formal hearing but swiftly concluded that the charges were "not proven."

One off-shoot of the Essex Junior College in Newark which did materialize was called "Essex Junior College." This was located in North Newark. A second was "Newark Junior College" which found space for its program on Clinton Avenue, Newark. While they were in operation for sometime, neither of the spin-offs was able to mount a curriculum or employ a staff which state officials would accredit. Eventually both were ordered closed.

Early members of the board of trustees of Essex Junior College in Newark included: Dr. Frank Kingdon, president of Dana College, Newark, chairman, and Dr. M. Ernest Townsend, principal of the New Jersey State Normal School at Newark, vice chairman. Also, John H. Bosshart, Lawrence S. Chase, Monsignor William F. Lawlor, John H. Logan, Mrs. Jack F. Meyer and W. Burton Patrick.

MIDDLESEX JUNIOR COLLEGE

Middlesex County didn't rush into establishing a junior college as a federal public works project quite as fast as some of the other counties, but when it did, two "campuses" were needed in the beginning to care for those enrolling. One of the "branches" was housed in County Vocational School No. 1 in New Brunswick, the other in Perth Amboy High School. It was, in fact, the only emergency junior college to have more than one facility, even if only for a short time.

Mr. John W. Colt, state director of the Emergency Relief Administration, may well have triggered the establishment of Middlesex Junior College when he spoke to the local relief directors of the county on November 8, 1933, and, according to *The Daily Home News* of New Brunswick,

... particularly commended the junior college as offering worthwhile activity both to (unemployed) students and teachers... (13)

Anyway, on November 24 — about two weeks later — Dr. Millard L. Lowery, Middlesex County superintendent of schools, was quoted in the same newspaper as having been "consulting with various supervising principals" about the feasibility of a junior college for Middlesex to be underwritten by the ERA, "at no cost to the County."

If approval was forthcoming, Dr. Lowery said, the junior college would be housed in either or both of the vocational high schools located in New Brunswick. Since these schools were segregated by sex because of the type courses offered, "... it may be necessary to separate the men and women who attend Middlesex Junior College. ..." It would open early in December, he predicted.

The initial board of trustees of Middlesex Junior College included in addition to Dr. Lowery, Frederick J. Sickles, William C. McGinnis, Clifford E. Parsil, F. Willard Furth, Harry R. Mensch, and Arthur M. Judd.

The board selected Alfred Middleton Potts 2nd of Highland Park as director and announced that registration would be held on December 4. Queried as to what age-group would be eligible, Potts indicated that MJC was really meant for the young, high-school graduate,

... There are no restrictions as to age," he said. "But adult and married students will be referred to the Adult Education Centers around the County... (13)

Restrictions or no, 350 prospective students enrolled in the first hour of registration. As a result the trustees ordered two centers opened for junior college instruction on December 6, 1933, one in New Brunswick, the other in Perth Amboy.

Problems arose at the county vocational school almost immediately, so the New Brunswick Board of Education was petitioned on December 13 to permit the New Brunswick branch of MJC to use Roosevelt Junior High School. It would even limit MJC hours there to six to 9:30 P.M. if desirable. The request was denied and, shortly after the new year, the two branches were consolidated in Perth Amboy High School.

Like Essex Junior College in Newark, Middlesex Junior College continued to receive NYA funds for a year after the others of the "original six" were cut off because of the continued high rate of unemployment in Essex and Middlesex counties. NYA support was discontinued even at those locations in June, 1937 — a year later.

MJC made the decision to continue as a privately-run, tuition-based institution. It did successfully for several years but in June, 1942, because of a serious lack of money plus a great loss of students due to the outbreak of World War II, it closed its doors for good.

Over its nine-year history in Perth Amboy High School, Middlesex Junior College averaged 300-400 students a year, and carried an average faculty of twenty-four. It was strictly a liberal arts junior college with its courses designed for transfer purposes in the event a student decided to pursue his education further.

MONMOUTH JUNIOR COLLEGE

Monmouth Junior College was founded in November, 1933. Along with Union County Junior College it is one of two of the original six EJC's to survive into the modern era of public two-year colleges in New Jersey.

Monmouth College began conferring AA and AS degrees on graduates of its two-year program with the approbation of the state board of education in 1948. In 1956 it merged with Highland Manor Junior College.

Blessed as a result with a beautiful 90-acre campus, it expanded to a four-year baccalaureate institution with graduate programs that year by appending a senior division to its existing two-year college. The administrative arrangement thereby created proved somewhat fortuitous, however, for it kept the integrity of Monmouth Junior College intact under the name, "Monmouth College - Junior Division."

The mission of the combined institutions as stated in the college catalogs of the period confirmed this,

... (Our purpose is) to provide for the educational needs of the community by bringing to the residents of Monmouth County continuing educational opportunities based on the liberal arts tradition, at both the two- and four-year college levels.

When federal funding ended in 1936, the board of trustees decided to continue Monmouth Junior as an independent, non-sectarian, co-educational college with the promise of small grants-in-aid from the Monmouth County Board of Chosen Freeholders* and a modest tuition charge.

The Long Branch Board of Education aided the college by making the facilities of Long Branch High School available for college use from four to 10 P.M. for many years. This arrangement in fact lasted until the college moved to "Shadow Lawn" and took over the magnificent 128-room chateau built on the site where President Woodrow Wilson in 1916 accepted his nomination as Democratic candidate for a second presidential term.

Leadership toward the establishment of Monmouth Junior College under ERA auspices in 1933 was provided by the Monmouth County Round Table, a central organization of public-school administrators of the area. A board of trustees headed by William M. Smith, county superintendent, was organized. Others included Paul I. Redcay, Mrs. George M. Bodman, Lloyd S. Cassell, Edwin C. Gilland,

*The law in 1936 did not authorize the county freeholders to make such appropriations. As noted in Chapter 11, special legislation was passed in 1947 validating such action by the Monmouth County Board of Chosen Freeholders, and enabling its continuance. Incidentally throughout the years that Monmouth County assisted Monmouth Junior College and Monmouth College - Junior Division, such grants never exceeded four percent of the college budget.

Thomas B. Harper, A. E. Kraybell, F. Howard Lloyd, Rev. William McConnell, O. J. Moulton and Charles T. Stone.

Negotiations for federal funds followed, and were successfully completed in a few weeks time. Dr. Edward G. Schlaefer of Roselle was employed as the first director of the project with the title of "dean." Under his inspired direction a faculty was recruited, students were enrolled, and the college officially opened on November 17, 1933.

It was the first institution of higher learning ever to function in Monmouth County. Delighted at the opportunity to go to a college close to home, students commuted to it from as far as 60 miles away.

Dr. Schlaefer remained as dean until 1956, the year Monmouth Junior College expanded to four-year status. In 1956-7 his title was vice president, and from 1957 to 1961, president. Dr. William C. Van Note replaced Dr. Schlaefer on the latter's retirement from the college. Dr. Kenneth C. Streibig at that time was made dean of the junior division.

MORRIS JUNIOR COLLEGE

Opening as a two-year evening college in Morristown High School on November 14, 1933, Morris Junior College became the second emergency junior college to start classes under the aegis of the Emergency Relief Administration. It strove for 10 years thereafter not only to meet the serious problems of unemployment in the area during the Great Depression, but also to provide Morris County with a commuters' college capable of giving quality post-high-school education to the youth of the county.

Richard K. Prentice was the first dean employed by the college. He was succeeded by Dr. Robert W. Bond and later by Arthur Scott Platt. The last-named served after 1936 when Morris Junior changed from a federally-subsidized college to a private one financed by tuition and the largesse of the more affluent members of the community.

Under the leadership of Walter B. Davis, county superintendent, impetus for the establishment and continuance of Morris Junior came from the Honorable Frank D. Abell, state senator for Morris County; Charles H. Nuttle, long-time secretary of the Morristown YMCA; and Mrs. Frederick R. Kellogg, director of ERA for Morris County.

Others among the early trustees were J. Burton Wiley, Ralph E. Bates, R. S. Bowlby, Charles Curtis, William P. Curtis, Frank G. Lankard, M. Burr Mann, Joseph McMickel, Monsignor John J. Dauenhauer, R. L. Eilenberger, Stephen C. Griffith, John B. Shambough and Harry A. Wann.

Enrollment figures available from records kept in the Morristown Public Library indicate that 752 students attended MJC during the three tuition-free years when funds administered by the ERA and NYA underwrote the program. Another 800 apparently attended during the seven years when tuition (as high as \$175 annually) and gifts from local groups and individuals covered the costs.

Students came to the Morristown-based institution from every Morris County community and neighboring counties as well. To reduce congestion in the high-school building, the junior college was moved from Morristown High School to the Maple Avenue School, which had been abandoned as a public school in the fall of 1935. It continued to hold classes there until it terminated in 1943.

A letter from Norman B. Tomlinson, publisher of *The Morristown Daily Record*, and president of the terminal board of trustees to one of the founders, Mrs. F. R. Kellogg, on March 26, 1943, said, in part,

As to next year (1943-4) the situation has definitely shaped up that there will positively be no Junior College. Dr. (Robert H.) Morrison was up and met with Mr. (Fred) Crane and Mr. (J. Burton) Wiley and was of the firm opinion that there was no need for the College, nor any funds (from public sources) available for it. . . .

Beginning with the fall of 1936, Morris Junior College functioned with the approval and assistance of the Morris County Board of Chosen Freeholders, the Morristown Board of Education, the New Jersey State Board of Education, the Board of Trustees of Morris Junior College and numerous civic groups, agencies and individuals. All kinds of efforts were made to raise the funds needed to operate, from solicitation of key people and commercial interests by the trustees, to a direct mail campaign conducted by a professional firm. The results bore little resemblance to the energy expended. Not many people, even in relatively wealthy Morris County, had much money to spend on a struggling two-year college in its borders.

By the end of ten years the accumulated frustrations — the need for more and better facilities, the improvement in the economy, and the attrition of students because of World War II — were reasons powerful enough to bring Morris Junior College to its knees. It closed its doors in June, 1943.

PASSAIC COUNTY JUNIOR COLLEGE

Most of the so-called Emergency Junior Colleges operated by the New Jersey Emergency Relief Administration were in business for a full year before Passaic County joined the list. But on the better-late-than-never theory in October, 1934, the Passaic County Junior College opened for business in old School No. 24, then the

home of the New Jersey State Normal School at Paterson, on a late-afternoon and evening basis.

Passaic County Junior College lasted but two years. It closed in June, 1936, when federal sources of revenue ended, its board of trustees feeling that the enterprise could not be financed in any other way. In justification of this action it should be noted that Passaic County was highly industrial and had a high percentage of its population out of work. Students in that area could not afford even modest tuition charges and few, if any, public-spirited citizens were in a position to contribute financially to the institution.

Trustees of Passaic County Junior College included James Wilson, H. R. Cornish, A. D. Arnold, J. J. Fitzgerald, Edward K. Funkhouser, E. W. Garrison, Simon Glass, Amos Morrison, Kenneth Robinson, George Smith, Isabelle Summers, Rev. J. A. Thompson and John R. Wilson.

The first dean was Dr. Cornelius Jaarsma. In March, 1935, he was succeeded by Dr. Kenneth B. White, who had been an instructor at both Middlesex and Essex junior colleges.*

Classes were held in the old normal school from 3 P.M. until 10 P.M. Monday through Friday. Curricula offered included liberal arts, science and engineering, and business administration. Courses were designed solely for transfer purposes. That it nonetheless met a community need can be gleaned from the fact that enrollment reached 400 students during PCJC's second and final year.

In his book, *Paterson State College: 1855-1966*,³⁵ Dr. White points out that ERA financial practices as experienced at PCJC weren't too compatible with public college practices in the early 30's. For instance, when the federally-funded junior college closed down for the Christmas holidays the instructors, if they wished to be paid for the period, had to report each day and work on curriculum and similar problems under the direction of their "Foreman" (as the dean was called for federal payroll purposes).

Dr. White also wrote that staff members had to be dropped from the rolls of PCJC at the end of each college year. Since the college in the eyes of Washington was an "assistance-project for the unemployed," each instructor then had to be re-certified as eligible to receive federal support before he could be re-hired in the fall. Bureaucracy indeed!

To ease the impact of the abrupt closing in June, 1936, PCJC officials arranged to have the by then Paterson State Teachers' College offer "junior college courses" through 1939 in its part-time

*Dr. White stayed on at Paterson Normal after the close of PCJC and became dean of instruction during its state teachers' college, and later, its state college days.

and extension division. These courses, like those offered at PCJC, when successfully completed enabled students to transfer to an accredited four-year college on advanced standing.

UNION COUNTY JUNIOR COLLEGE

The first of the emergency junior colleges sponsored by the New Jersey Emergency Relief Administration, Union County Junior College, was founded on October 16, 1933. For over 35 years since then it has faced and overcome many problems until today, as Union College, it is the only one of the "original six" to move intact into the modern era of county- and state-supported community colleges.*

From a tiny college using rented quarters and financed by what was disparagingly called the dole, Union College has become a substantial educational force in Union County and the State of New Jersey.

It has gone through three distinct financial stages: full federal subsidy, tuition paid by enrollees, and student tuition augmented by county and state financial grants. Its enrollment has fluctuated from 243 in 1933 to as low as 75 during World War II before leveling off at 500 students annually for a number of years in the early 50's and 60's.

Union Junior College's original board of trustees included: Dr. John R. Patterson, A. G. Woodfield, John W. Colt, Frederick W. Cook, John B. Dougall, A. L. Johnson, Monsignor William F. Lawlor, James P. Mitchell, Henry Nulton, Arthur Perry and Charles A. Philhower.

Hubert Banks Huntley was "dean" during the emergency days.

In 1936, when federal aid under ERA and NYA was terminated, the college became, and has remained, an independent, non-profit, non-denominational institution governed by a board of trustees composed of educational, professional and business leaders in the community. A strictly evening-division college, it was housed for several years in the Abraham Clark High School in Roselle.

Beginning in 1942 Union Junior College made its home in the superannuated (from a public school viewpoint) Grant School in Cranford, adding day-time curricula. In 1959, the first building on the Nomahegan Campus in Cranford was completed and Union Junior College moved to its permanent home. In September, 1967,

*Monmouth Junior College is also a surviving member of the original six EJC's but has not remained as true to its inaugural design as has Union. Monmouth Junior is now an integral part of Monmouth College but on a "Junior Division" basis.

the board of trustees authorized the dropping of the appellation "Junior" from the corporate title and re-named the institution, "Union College."

Approved by the New Jersey State Board of Education since 1939, Union College was accredited by, and admitted to membership in, the Middle States Association of Colleges and Secondary Schools in 1957. In 1953 it was granted authority by the state board to award the degree of associate in arts.

Union College has been committed to the philosophy that the training of the intellect is the primary purpose of a college education. The emphasis in its program has been on academic subject matter in four curricula — engineering, liberal arts, science and business administration. Technical or vocational courses have not been scheduled at Union College.

In its evening-session days, Union Junior College had a reputation as a "no-nonsense" type of collegiate institution. An early catalog, in fact, noted that extra-curricular activities "are encouraged only when they do not conflict with the program of instruction." In later years, however, with an enrollment of 1,400 students, over half in the full-time day college, a wide spectrum of student activities flourishes from clubs to sports and including drama, music and journalism.

In 1965, after enabling legislation was passed, Union County eschewed the county-college pattern (cf L. 1942, c. 41) to set up the Union County Coordinating Agency for Higher Education. It then entered into contract with Union Junior College to assist Union County residents attending Union College under the tuition-aid program comparable to that in other counties under the county-college formula. The plan, funded by both the Union County Board of Chosen Freeholders and the State of New Jersey, provided at its inception for \$240 for each of four semesters spent at Union College — an outright grant of \$480 per year. The only requirement was that students wishing to be eligible gain admission as full-time day-session students at Union College under normal procedures.

According to Cohen and Tellofson,

... In the fiscal year beginning July 1, 1969, the coordinating agency will receive over one million dollars from the state to redistribute to the college and the technical institute in accord with contracts to provide educational services for 1669 full-time equated students ... (9)

Excluding H. B. Huntley, Union (County) (Junior) College had as presidents through June, 1968, Dr. Charles Granville Cole and Dr. Kenneth C. MacKay. During Dr. MacKay's leave of absence in the

1968-9 academic year, Dr. Kenneth W. Iverson served as acting president. Dr. Iverson became president in his own right in 1969-70.

The most likely of the six original EJC's to remain free, independent and viable for many years, Union College envisions its future as being in the quasi-public sector with public funds assisting students who attend to meet the ever-rising tuition bills. Predictions are that it will remain primarily a transfer, or interim, college with 85 to 90 percent of its graduates moving on to senior divisions of area colleges and universities.

It ain't ignorance that causes all the trouble in this world; it's the things folks know that ain't so.

— Josh Billings

Chapter 5

The Two-Year Curriculum in Four-Year Public Colleges and The State University

Efforts to meet the need for two-year curricula at the collegiate level in New Jersey were not confined to specially-designed colleges in either the private or the public sector. Rutgers University made two successful attempts at it; Newark College of Engineering had a "junior division" for a short time; and several of the state teachers' colleges briefly provided two-year programs for various and sundry reasons.

University College Division—Rutgers University

On January 12, 1934, Dr. Robert Clarkson Clothier, president of Rutgers University, announced the formation of the University College Division,

... for the purpose of bringing academic training to part-time students who can attend classes only in the late afternoon and evening

The University College Division was to operate as a separate evening college conferring bachelor of arts degrees on candidates meeting all requirements. It was also empowered to award certificates of attainment to students successfully completing curricula of shorter duration.

Campuses of the University College were opened in 1935-36 at Newark and New Brunswick, at Paterson in 1948-49, Camden in 1950-51 and Jersey City in 1958-59. Dr. Norman C. Miller was the

first director of UCD beginning in 1935. Dr. Ernest E. McMahon served as dean from 1951 to 1965, being followed by Dr. George S. Demarest in September, 1965.

The first certificate program was offered for a two-term 36 semester-hour course in chemistry at the request of the DuPont Company. Classes were held in the Penns Grove High School. Later certificates were awarded in three additional fields of business administration — accounting, management, and marketing.

Beginning in 1952 curricula offered in the business fields were broadened to include English and other liberal arts subjects increasing the number of semester hours to fifty-four. By 1958 the requirements were increased to sixty-six semester hours with considerable emphasis on liberal arts and permission was given to confer the associate in science degree on those successfully completing the work. In 1968 programs leading to an associate in arts degree in public administration, and in mathematics and physical science were added.

In 1946, with World War II veterans returning to New Jersey by the thousands, Dr. Clothier granted the UCD permission to organize a series of "Off Campus Centers" to help alleviate the difficulty the ex-GI's were having in gaining admission to overly-crowded colleges and universities of the time. Located in Atlantic City, Englewood, Morristown, Trenton and West New York, these centers offered strictly transfer-type courses and awarded no certificates, diplomas or degrees.

Jersey City State Teachers' College

In September, 1939, the state board of education approved the establishment of a two-year general curriculum at the New Jersey State Teachers' College at Jersey City. The rationale for the sudden change in policy in admitting students not committed to entering the teaching profession was that a non-teaching curriculum would provide a medium for deferred selection of some candidates for the college's teacher-education curriculum.

The true reason was a much more practical one. Enrollment at Jersey City STC was seriously declining in the late 30's and some means had to be found to halt the erosion and, if possible, reverse the trend.

In order for the doors to be opened as wide as possible, Jersey City was permitted to waive the state rule requiring all applicants to the several state teachers' colleges to sign a pledge promising to teach in New Jersey for two years immediately following one's graduation. Incidentally this rule was established in "normal school" days and

continued in effect until abrogated in 1968 by the new state board of higher education which was desirous of changing the image of the now state colleges from single-purpose teacher-preparation institutions to multi-purpose liberal arts.

Students enrolling in Jersey City's general curriculum majored in business administration, home economics and liberal arts. After World War II, to provide places for returning GI's, students were also permitted to matriculate in pre-engineering, pre-law, pre-medical and pre-dental courses.

Catalogs of the period carried the notation that,

... Upon completing the General Curriculum, students will be given an opportunity to qualify for one of the several teacher education curriculums. Since the General Curriculum is fully accredited by the State Department of Public Instruction students with good records who are not selected to continue courses of teaching will be assisted in transferring to other institutions.

No degrees or diplomas were offered on the completion of the two-year curriculum, but certificates of achievement and transfer credits were provided.

The new two-year curriculum had the desired effect. Sufficient students embraced it to end the threat of closing Jersey City STC prior to, or during, World War II when normal enrollment levels were eroded by the military draft, as well as voluntary enlistments of both men and women in the armed services. It proved a boon also to the avalanche of WWII veterans seeking non-teaching courses in the period subsequent to 1945.

The needs of the veterans having been met and a resurgence of applicants for teacher-education having occurred, the state board of education reinstated the requirement that all students attending the state teachers' colleges be committed to teaching by written pledge. Jersey City STC thereby terminated its two-year program in June, 1949. A few non-teaching candidates continued at JCSTC the following year until they could arrange to transfer elsewhere. To all intents and purposes, however, the Jersey City STC two-year curricular experimentation lasted exactly ten years.

Dr. Forrest A. Irwin was president of Jersey City State Teachers' College throughout the period of the two-year curriculum, as well as a number of years before and after.

Paterson State Teachers' College

When Passaic County Junior College closed rather precipitately in June, 1936, because of lack of funds, there were people who cared about the impact of the decision on the students already enrolled at PCJC. Among them were Kenneth B. White, dean of Passaic County

Junior College in its latter days, and Dr. Robert H. Morrison, state supervisor of the emergency junior colleges and after 1935, principal of the State Normal School at Paterson.

State Education Commissioner Elliott supported the reasons these men advanced for developing a program within the normal school (later state teachers' college) framework which would permit the PCJC "outcasts" to continue their studies. The state board of education also approved the concept but added \$25 to the annual \$50 tuition fee charged prospective teachers to defray the higher costs of instruction. Despite the increase, 73 out of the 99 students entering Paterson Normal in the fall of 1936 chose the general (junior college oriented) curriculum.

Technically the state board gave approval to Paterson Normal to admit two groups of students in its entering class that year. One was composed of those pledged to a minimum of two years of teaching; the other was for those seeking "... a program of general college courses for the first two years with no commitment to teaching"

On completing two years in the non-teaching curriculum, a student received a certificate of achievement. He could then transfer to another institution of higher education or apply for admission to Paterson's curriculum for preparing elementary teachers.

The program, having met the need for which it was created, was phased out completely by June, 1959, and Paterson State Teachers' College (which it was named in 1937) returned to its historic purpose — the preparation of teachers.

Glassboro State Teachers' College Newark State Teachers' College

Glassboro and Newark State Teachers' Colleges also offered general curricula for a few years after World War II. They were designed solely for veterans and the courses offered were strictly for transfer purposes.

A full discussion of these short-lived two-year programs occurs in the chapter on veterans' colleges.

Newark College of Engineering - Junior Division

Established as the Newark Technical School in 1881, Newark College of Engineering has grown into a prestigious institution in engineering fields licensed to award certificates, diplomas and degrees through the doctoral level.

NCE has always been located in the heart of Newark and was originally financed through funds provided by the Newark Board of Education. NCE today is largely supported by appropriations of the state legislature plus some assistance from the Newark school district.

Newark College of Engineering is operated by a board of trustees appointed by the Governor. The college has had only three presidents in its history — Dr. Charles A. Colton (1885-1920), Dr. Allan R. Cullimore (1920-1949), and Dr. Robert W. Van Houten (1949 to --). The four-year lapse between the founding of NCE in 1881 and the beginning of Dr. Colton's regime was probably due to a Newark BOE decision not to employ a "director" until classes were ready to begin.

Records of the state board of education indicate that authorization was granted on September 9, 1939, to establish a "Junior Division" in the NCE Evening Division to provide an eight-semester pre-engineering curriculum equivalent to two years of day-time work toward the bachelor's degree. Successful completion of the "two-year" program culminated in a diploma which was later upgraded to an associate in engineering degree.

The minutes of the *New Jersey Junior College Association* of 1943 contain a report that "... NCE grants the associate engineering degree to students who complete the work of the freshman and sophomore years of the Junior College (sic!) Division which is organized for evening students ..."

The minutes say further in 1944 that "(Assistant Commissioner) Dr. Morrison announced that approval had been given NCE to operate its evening division as a junior college. A student would spend four years doing two years regular college work ..."

By the mid-1940's NCE had also divided its day-time college into two divisions with the freshman and sophomore work of the "regular" students being allocated to the "Junior Division." A student was required to complete all the course work in the Junior Division before he could apply for matriculation in the Senior Division.

The awarding of the associate engineering degree fell into disuse when virtually all the two-year graduates elected to continue for bachelor and higher degrees. Only those who terminated their education after two years found the associate degree of much lasting value. No associate degrees were awarded by NCE after 1961 although the right to do so has never been abrogated.

Dr. Cullimore, later appointed chairman of a blue-ribbon committee by Commissioner Bosshart to study the needs of higher education in New Jersey, was president of NCE at the time the two-year program was inaugurated.

*New occasions teach new duties;
time makes ancient good uncouth;
They must upward still, and onward,
who would keep abreast of Truth.
— James Russell Lowell*

Chapter 6

The Veterans' Junior College

It took the GI's of World War II to shake up higher education in New Jersey. Honorably discharged by the thousands in late 1945 and early 1946 and desiring the education rightfully theirs under the GI Bill of Rights, many demanded that somebody get them into college even though overcrowded conditions in both public and private institutions made this seem impossible.

The state legislature sidestepped the main issue but developed at least a partial solution by enacting a series of laws permitting the state teachers' colleges to establish liberal arts curricula of two-years' duration for veterans, and enabling local school districts to organize post-graduate collegiate-level courses, and to charge tuition of those who attended.

Glassboro and Newark of the six state teachers' colleges started new two-year programs for the veterans. Jersey City STC had begun a two-year liberal arts curriculum for a different purpose in 1939 and only had to broaden it to accommodate the GI's. The other three state teachers' colleges opened their doors only to those veterans who wanted the teacher-education courses they had to offer.

Bayonne and Jersey City opted for municipal junior colleges. Englewood actively considered the idea but did not go through with it.

Rutgers University received several requests to establish junior colleges in various populated centers. After weighing the alternatives a decision was made not to organize junior colleges as such, but to

establish "off-campus centers" offering two-year transfer courses acceptable for later matriculation at other divisions of Rutgers, or at accredited senior colleges and universities elsewhere. These centers were established in Englewood, Morristown, Atlantic City, Trenton, and finally West New York.

In 1947 the School of Industrial Arts in Trenton was authorized to offer collegiate-grade courses in industrial and fine arts to meet the needs of GI's seeking post-high school education in these areas. The title Trenton Junior College was added at that time so that the name of the institution reflected its dual role.

With the exception of Glassboro and Newark which were limited by law to accepting only qualified veterans in their two-year programs, the other junior colleges and two-year centers admitted, or continued to admit, non-veterans. They attempted to develop programs which would last after the GI's had been phased out. Jersey City Junior College, for example, even went so far as to attain accreditation by the Middle State Association of Colleges and Secondary Schools. This status-symbol appealed to prospective students desiring more than "terminal education."

However, the usefulness of most of the post-war, two-year colleges seemed to diminish after the veterans passed through. Many closed by June, 1951. Jersey City flourished until 1959 while Trenton Junior continued until 1967 when it merged with the new Mercer County Community College.

BAYONNE JUNIOR COLLEGE

The Bayonne Junior College was authorized by the New Jersey State Board of Education on July 12, 1946. It consisted of Grades 13 and 14 of the school district organized on a collegiate basis. It was sponsored by the Bayonne Board of Education.

The main purpose in organizing BJC was to provide a place for the post-high-school education of Bayonne's returning World War II veterans. The average enrollment was 300 students per year. The college was situated in the former Bayonne Junior High School.

No tuition was charged local residents. The college did, however, receive tuition-payments from the Veterans' Administration for all veterans attending under the GI Bill of Rights — a not insignificant sum.

Curricula approved by the commissioner of education included accounting, general arts, executive secretarial, junior engineering and terminal technical. The latter two actually were offered under the auspices of Bayonne Technical School which was housed in the same building as the junior college.

Dr. Walter F. Robinson served as dean of Bayonne Junior College from 1946 through 1950. In June, 1950, Francis Strohoefer succeeded Dr. Robinson, serving until the board of education closed the college in 1951. Dr. Strohoefer was given the title of president on his appointment.

Bayonne Junior College was dealt its death blow in a typical Hudson County election year when government economy was an issue. There were also rumors at the time of rivalry between the academic and technical "divisions" of the college. Private colleges in the area were likewise said to have used their influence to shut down BJC having suffered serious inroads in their enrollment because of Bayonne's "free tuition" policy.

The students enrolled at the time demonstrated publicly in an effort to keep the college open. The board of education shrugged off the protest and ordered BJC's cessation on June 20, 1951.

GLASSBORO STATE TEACHERS COLLEGE VETERANS' JUNIOR COLLEGE

With the state flooded with returning veterans of World War II and college vacancies hard to find, Glassboro State Teachers' College was authorized by the New Jersey State Board of Education to organize a two-year junior college program for GI's only, in the spring of 1946. Under the supervision of Dr. Edgar F. Bunce, president of GSTC and Samuel E. Witchell, dean of men, the first classes began in September, 1946. The project closed down in June, 1949.

Courses given included liberal arts, pre-engineering and business administration. Most of the vets were enrolled in pre-engineering. The total junior college registration never exceeded 124 at any one time.

Enrollment of Veterans in Two-Year Courses at GSTC			
Year	Freshmen	Sophomores	Total
1946-7	117	--	117
1947-8	40	84	124
1948-9	--	26	26

The influx of veterans into what was predominantly a women's college devoted solely to teacher preparation caused many changes. Several new instructors had to be hired to teach advanced courses in mathematics, science and business subjects not previously offered. Three of these stayed on as career-faculty after the two-year college closed. They were Dr. Robert H. McCobb, Mr. Francis Peacock and Mr. Samuel F. Porch, Jr.

Lacking dormitory facilities for men, the college arranged for the erection of 17 temporary veterans' housing units. It also expanded the men's athletic program adding football for the 1947 through 1950 seasons before the Korean Conflict again decimated the male population and caused the elimination of this sport.

The junior college program was funded under the so-called GI Bill of Rights which at that time paid the college directly for tuition, living costs and sundry expenses incurred by the veterans in pursuit of their education. Degrees were not awarded but certificates of completion were presented to those terminating their education after two years. Transcripts were made available to others to expedite transfer to senior colleges.

Both four-year and two-year students at Glassboro continually expressed the hope that the junior college would become a permanent addition and that at least some of the vets would be allowed to stay on and work toward the baccalaureate degree.

In June, 1948, *The Glassboro Whit*, the official student newspaper, complained somewhat bitterly in an editorial entitled, "Not For South Jersey."

Once again South Jersey takes a backseat. Last week Dr. John H. Bosshart, State Commissioner of Education, announced that third and fourth year courses would be offered for the veterans of Hudson and Bergen counties at the Jersey City State Teachers College. This follows an announcement two months ago by the State Board of Education that such courses for veterans would NOT be given at Glassboro.

It appears rather obvious that one of two parties, or both, has not given the veterans of South Jersey their just benefits. At first glance it would appear that the state educational system had let them down. That could probably be traced to one or two individuals in the system. However, with a little more consideration, one realized it could be strictly politics, and that would not be at all surprising.

While those from the northern section of the state have had a school (sic!) provided for them, the fact remains that the South Jersey veterans are without any such facilities whether it be the fault of the politicians or the educators.

Another editorial in the same paper published in June, 1949, entitled, "Au Revoir, Junior College" said,

... For three years Glassboro opened its portals to those who were in need of an academic sanctuary . . .

Many of us have hoped that the Junior College would be a permanent feature and that the college would serve as a larger educational and cultural center . . . But the authorities have ruled otherwise, so we present the last Junior College students with their two-year certificates of achievement and close the doors to all but teacher-students . . .

JERSEY CITY JUNIOR COLLEGE

Jersey City Junior College was founded by the Jersey City Board of Education in September, 1946, as an extension of the public school system through the 13th and 14th grades. It was conceived originally by Mayor Frank H. Eggers, son-in-law of the long-time political "boss" Frank "I-am-the-law" Hague, and School Superintendent Dr. James A. Nugent as a liberal arts college that would make possible at least two years of higher education for those World War II veterans for whom places in the then existing colleges and universities could not be found.

Its scope was extended later to meet the needs of those properly qualified persons who because of personal or financial difficulties would not otherwise have the opportunity of attending institutions of higher learning.

According to a catalog in JCJC's heyday,

Jersey City Junior College was founded as a public two-year collegiate institution for the specific purpose of enabling all deserving young people who show promise of achievement on the college level to continue their education beyond high school. The collegiate facilities are established to provide higher education at a low cost to all residents of Jersey City and its environs. Jersey City Junior College sustains this purpose by offering opportunities to any student regardless of financial limitations who would otherwise be denied these experiences on the college level. The ultimate objective of Jersey City Junior College is to educate our youth for better citizenship and more useful participation in our democratic society.

This training on the freshman and sophomore level may serve as preparatory work to continued study in four-year colleges and universities and terminal work for those students who desire only a two-year college course. Both offerings are available to full-time and part-time students.

The Jersey City Junior College plans to achieve these objectives through its program of studies, through its plan of individual and group guidance and through its recreational and social activities which are continuously reviewed in light of these objectives. Programs of studies may be so arranged as to enable students to satisfy the requirements for certain pre-professional qualifying certificates.

The college closed somewhat hastily on June 30, 1969, probably because a new political regime in "City Hall" found the enterprise too costly to maintain. Students who had not completed their work were permitted to transfer into the part-time and extension division of Jersey City State College where special dispensation permitted them to obtain the associate in arts degree.

Jersey City Junior College began with 350 students and a faculty of 14. Its classes were held from four to 10 p.m. in Lincoln High School, Jersey City. By 1949 it had an enrollment of 650 and a faculty of 28 and had added accreditation by the Middle States

Association of Colleges and Secondary Schools to previously obtained approval of the New Jersey State Board of Education. In 1949 the state board authorized conferral of the associate in arts degree upon those who satisfactorily completed the two-year course.

The work of the college was both terminal, for the students who desired a two-year college course, and preparatory, for those who expected to transfer to four-year colleges and professional schools with advanced standing.

Dr. Frank J. McMackin was the first executive officer of the college bearing the title, "dean." On recommendation of the evaluating team from Middle States, his title was changed to "president" in 1952. On his retirement, Dr. George M. Maxwell, dean in his own right, became acting president. In 1958 Dr. R. Robert Rosenberg became president serving in that post until the college was closed in June, 1939.

RUTGERS UNIVERSITY OFF-CAMPUS CENTERS

In the spring of 1946 the University College Division of Rutgers University was pressured by school superintendents in various parts of the state to open off-campus junior colleges. Proponents believed they would serve a useful purpose in providing needed facilities for returning World War II veterans, as well as recent high-school graduates unable to get into college through normal admission procedures because of a serious shortage of higher educational instructional space.

Among the districts so-requesting were Atlantic City, Ocean City, Englewood, Morristown, Perth Amboy, Trenton and West New York. After thoroughly investigating potential enrollment, facilities available for college instruction, and the attitude of the local board of education toward the project, Rutgers opened "Off-Campus Centers" in Atlantic City, Englewood, Morristown and Trenton, plus West New York several months later. The first four functioned from 1946 to 1949; West New York operated from 1947 to 1951.

The project did not start on a note of what could be called "wild enthusiasm." Dr. Robert C. Clothier, president of Rutgers, gave rather lukewarm assent to the project while specifically forbidding that the units be called "junior colleges." Education Commissioner Bosshart said that he "... did not look with favor on Rutgers operating terminal junior college courses," but expressed confidence that the state board of education would approve plans "for courses with transfer credits."

University Dean Albert E. Meder Jr. and the University College Division Dean Norman C. Miller were more enthusiastic. Dr. Meder

endorsed the venture in a letter to fellow administrators, stating, "I feel we (Rutgers) should not lose the opportunity to take the leadership in developing expanded programs of higher education — especially for veterans."

Rutgers officials once given the green light late in summer, 1946, rocked the educational world by getting the plan underway by mid-September in four centers. Ernest E. McMahon, later to be dean of the University Extension Division, was appointed director of the "Off-Campus Centers" and Harry S. Layton, later assistant dean of University Extension, was registrar of the centers, traveling from one location to another more or less as auditor of operations.

In some respects early optimism over what could be done with a two-year program lost some of its glow in face of reality. Initial plans, for instance, called for the units to be "resident" centers rather than extension centers, with a dean in charge and a full-time faculty. Budget resources, limited to the extent of tuition received, caused the use of mostly co-adjutant staff with a secretary-in-charge.

Those officials who proposed the program for University approval also expected that students who performed adequately in the off-campus centers would be able to transfer automatically within the university structure. No such guarantee was ever made, however, necessitating that potential transfers to other university divisions have their work in an off-campus center evaluated and approved in the same manner as other transfer candidates from without the University.

No degrees or diplomas were awarded at the off-campus centers. All work taken was for transfer purposes except in the business administration field where a special certificate would be attained on the completion of 54 semester-hour credits. Most of the courses given were in the liberal arts curriculum.

THE OFF-CAMPUS CENTERS

Englewood

Superintendent - Dr. Harry L. Stearns
Secretary-in-charge - George W. Paulsen
Location - Dwight Morrow High School
Operation - September, 1946 - June, 1949
Average Enrollment - 250

This was the largest of the five centers. A mild controversy concerning closing of the unit in 1949 petered out when Dr. Stearns acknowledged that "... Those of us in an official capacity in Englewood never contemplated that the Center was to become a permanent arrangement."

Morristown

Superintendent - J. Burton Wiley
 Secretary-in-Charge - Robert F. LaVanture and later, Livingston B. Sperling
 Location - Morristown High School
 Operation - September, 1946 - June, 1949
 Average Enrollment - 150

Assistant Commissioner Morrison objected to the use of Morristown High School as being inadequate for the purpose. He recommended that Drew University in Madison be explored as the site. Insufficient space for a projected 30 classrooms at Drew caused a change-back of operations to Morristown High School.

Trenton

Superintendent - Dr. Paul Loser
 Secretary-in-Charge - Richard T. Toft
 Location - Central High School, Trenton
 Operation - September, 1946 - June, 1949
 Average Enrollment - 150

In March, 1946, Dr. Loser proposed that Trenton open its own junior college to meet the needs of the returning veterans. Rutgers agreed to cooperate with the Capital City but later took over the entire project when the school district's independent plan did not materialize.

In 1947-48 a few students attending the Trenton center protested the shutting down of a French class due to insufficient enrollment. The protest, like others of the era, got no place.

Atlantic City

Superintendent - Floyd A. Potter
 Secretary-in-Charge - Ben Barkan
 Location - Atlantic City Junior High School and later, Atlantic City High School
 Operation - September, 1946 - June, 1949
 Average Enrollment - 100

This center fell considerably below enrollment expectation. In addition operation costs were higher, due principally to having to import instructors from as far away as Philadelphia.

Students, and eventually a sizable portion of the community led by State Senator Frank S. (Hap) Farley, protested shutdown of the facility in 1949. Rutgers insisted that the emergency caused by veterans seeking to use GI benefits was over and that enrollment did not justify retention of the center.

West New York (North Hudson Center)

Superintendent - Harry L. Bain
 Secretary-in-Charge - John Condon McGrath
 Location - Memorial High School, West New York
 Operation - February, 1947 - June, 1951
 Average Enrollment - 200

This center opened somewhat later, and lasted two years longer than the others. It had to be closed, according to Rutgers, "... due

to a number of factors including the expiration of GI educational benefits to many, and the current national emergency (Korean Conflict)."

TRENTON JUNIOR COLLEGE

While its roots extend beyond the turn of the century, Trenton Junior College technically came into being on May 2, 1947. On that day, pressured by GI's unable to find places in badly overcrowded public and private institutions of higher learning, the New Jersey State Board of Education authorized the Trenton School of Industrial Arts to change its name to Trenton Junior College and School of Industrial Arts and licensed it to designate its advanced courses in fine arts and engineering as junior college courses.

For 20 years after that, Trenton Junior met the needs of several thousand Trenton area students finally being merged with the new Mercer County Community College on July 1, 1967. At the time of its merger Trenton Junior College was fully accredited by the state board of education and the Middle States Association of Colleges and Secondary Schools. Additionally, it was authorized to confer the associate in arts and the associate in science degrees.

Trenton Junior's antecedents date back to November 3, 1890, when the Trenton Board of Education created the Evening Drawing School. The decision to provide advanced and formal educational training in technical fields was a direct result of the Centennial Exposition in Philadelphia in 1876 where international exhibits made it obvious that European technology was outstripping American.

In 1898 the commissioner of public instruction changed the school to the Trenton Technical School of Science and Arts. Three years later it was renamed the Trenton School of Industrial Arts. In 1902 the Governor was authorized to appoint a board of directors thus making the TSIA a state, as well as a local, enterprise.

Trenton Junior College grew from 86 full-time students in its first year (1947) to nearly 1,000 full-time students at its merger. The Industrial Arts Division, wholly an evening institution, typically enrolled another 400 students annually. TJC was also under contract to the Helen Fuld Hospital, Trenton, to teach future nurses the basic academic subjects required in its School of Nursing.

At the time of its demise, Trenton Junior College was housed in several downtown buildings. One was called the Technical Building and was located at 10 Capital Alley, a block from the Kelsey Building at W. State and Willow Streets. The latter was donated in

1911 by Henry Cooper Kelsey, one-time secretary of state (1870-97) in New Jersey.*

The presidents of Trenton Junior College were Dr. Henry J. Parcinski (1948-63) who resigned to become head of Alliance College, Ohio, and Dr. John Perry Pritchett (1963-67).

*A special Kelsey Room was built as a memorial to his wife by H.C. Kelsey to house a collection of rare china and pottery collected by Prudence Townsend Kelsey. TJC gave further honor to this benefactor by publishing for some time the only junior college scholarly journal in the country and naming it the Kelsey Review.

Chapter 7

The County Community College

The advent of the county community college in New Jersey in 1966 was the realization of a 50-year old dream. The two-year college after years of abortive planning had finally come into its own. There would be sufficient numbers of them, it was predicted from the day the law authorizing them was signed, to make close-to-home collegiate education available to all who wanted it.

Likewise, there would be sufficient state and federal financial assistance forthcoming to put each and every one on a sound fiscal basis. This in itself was a landmark achievement for higher education in New Jersey. State tax money for education before the county-college law went into effect was available only to the state-run colleges, the state university and, of course, the public elementary and secondary schools.

Noble experiments in establishing public junior colleges had been tried in New Jersey — and had failed. The cause of the disaster was always the same — the state legislature refused to provide state financial support, a necessary ingredient.

Had Governor's Blessing

The county-college concept of the 60's was painfully slow in developing in New Jersey. It was always being considered, it seemed, but never acted upon. In fact, the first indication that "action" rather than "study" might be the by-word of the future didn't come

until September, 1959, when Governor Robert B. Meyner spoke to the Atlantic City Chamber of Commerce. On that occasion he said,

... As you may realize, our own State Board of Education and the State Department of Education believe that the two-year community college offers great promise of helping to solve our problems (in higher education). It is their belief that during the first phase of college expansion in New Jersey certain areas would probably be better served by the development of such institutions than by the establishment of new four-year colleges . . .

A great deal of public attention is now being given to the two-year public community college because of its diversity of programs, because of its responsiveness to community needs, and because of its economy of cost to the student. We in New Jersey have watched with great interest and enthusiasm the success of these schools in other parts of the country . . .

There is no doubt that the two-year community college overcomes many obstacles to further education for many deserving young people. When the students can live at home and pay a modest tuition fee, the financial strain is relieved immeasurably. By bringing the college to the student we can perform a real service.

Moreover, the two-year college can help the individual to decide whether or not he is able to profit from additional education. It can help in clarifying his objectives and identifying his best abilities and talents.

The multi-purpose comprehensive two-year college can also be of valuable assistance to the community. Many business leaders report a lack of trained technicians — people who do not necessarily hold college degrees but who do need specialized training beyond the secondary-school level. By designing courses to meet the needs of local organizations, the community college can serve as a terminal institution for large numbers of students.

Action Begins

Under Commissioner Raubinger's guidance, Dr. Guy V. Ferrell, director of two-year colleges in the state department of education, prepared a bill for the legislature covering the responsibility of the county freeholders and the state department of education in the creation of community colleges. Public hearings were held to test the reactions of the citizenry before "A-17", as it came to be called, was introduced in the state assembly as a bi-partisan measure.

Fully supporting the assembly bill was the "educational lobby" consisting of the New Jersey Education Association, the New Jersey Association of School Administrators, the New Jersey Congress of Parents and Teachers, and the State Federation of District Boards of Education. There was, in actuality, little disagreement from any quarter that a system of public two-year colleges was needed, and indeed inevitable, and that county-based institutions, supported on a tripartite basis calling for state and county contributions plus modest tuition fees charged those attending, were both feasible and desirable.

Ironically the bill failed to clear the legislature before Governor Meyer was succeeded by Governor Richard J. Hughes. To the latter fell the honor of signing *The County College Act* (cf. L. 1962, c. 41) into law.

The new statute was clear and to the point. Its sub-title stated that it was concerned with,

... the establishment and operation of county colleges and . . . the method of financing and raising necessary funds therefore.

It defined a "County College" as,

... an educational institution established . . . by one or more counties, offering programs of instruction extending not more than two years beyond the high school, which may include, but need not be limited to specialized or comprehensive curriculums, including college credit transfer courses in the liberal arts and sciences, and technical institute type programs.

The county-college law was carefully written to handle the question of "control" of the two-year institutions. The right of initiative, for instance, was vested in the people of the county. They, and they alone, had the right to determine whether or not their county would have such a college.

Boards of Trustees Authorized

A board of trustees for each county college under the enabling legislation was designed as a nine-man "body corporate" which, in accordance with the rules and regulations of the state board of education,

... shall have custody of, and be responsible for, the property of the college and shall be responsible for the management and control of the college.

These boards of trustees were also granted a number of specific powers — among them the right to,

- a. determine the educational curriculum and program of the college;
- b. grant diplomas, certificates and degrees;
- c. accept grants or contributions of money or property; which a board may use for, or in aid of, any of its purposes;
- d. acquire (by gift, purchase, condemnation, or otherwise), own, lease, use, or operate property, whether real or personal, or mixed, or any interest therein which is necessary or desirable for college purposes;
- e. exercise the right of eminent domain;
- f. make or promulgate such rules and regulations that are necessary and proper for the administration and operation of a county college.

The all-important question of state financial aid to county colleges was resolved in this provision.

... a board of trustees of a county college may apply to the state board and receive state support for, (a) capital projects approved by the state board in amounts not to exceed one-half the

cost of such capital projects; and, (b) for operational costs to the extent of one-half thereof or \$600 per equated full-time student.

Additionally provisions have been made for a "charge back assistance system" (cf. L. 1968, c. 179) whereby out-of-county students could be admitted for legitimate reasons to any county college. The sending county is required to pay a fair and proportionate share of the receiving county's operating expenses under this statute so that an out-of-county student is liable for no greater tuition costs than an in-county student.

Goheen Committee Hurls Thunderbolt

Hardly had the modern community college movement started than a state of upheaval occurred within higher education in New Jersey. A blue-ribbon committee appointed by Governor Hughes* recommended that supervision of higher education be removed from the state board of education and the commissioner, and vested in a new state board of higher education with a chancellor as its executive officer.

The New Jersey Education Association, a long-time defender of "unification" of all public educational enterprises under a single state authority, supported the changes in principle after modifications were made to ensure, among other things, effective coordination between elementary-secondary education and higher education. Many other statewide organizations lobbied against splitting up the control of public education, but late in 1966 the Hughes forces won out when Democratic majorities in both the assembly and the senate prevailed.

The struggle for control of the institutions of higher learning left a residue of bitterness throughout the state. Yet the four county colleges in operation during the furor seemed little affected by the turmoil.

The "Higher Education Act of 1966" (cf. L. 1966, c. 302) became effective on July 1, 1967. It called for general supervision and control of the county colleges as well as Rutgers — the State University, the six state colleges and Newark College of Engineering, and institutions established subsequent to the passage of the act.

In December, 1968, a little more than a year after he took office, Chancellor Ralph A. Dungan recommended to the state board of higher education a fundamental change in the method of establishing future county colleges. Called the *County Community Service Boundary Plan*, the regulation was designed to follow sound

*Usually referred to as the Goheen Committee since President Robert F. Goheen of Princeton University was its chairman.

statewide planning techniques and to promote economies by assuring adequacy of population and a sound tax base for the two-year colleges of the future.

By adopting the service-boundary concept, the State Board of Higher Education served notice that it would not authorize more than one autonomous county college within one service-boundary area. The intent was to underscore the feasibility of "joinders of operation" between any two or more counties. Such "joinders" were specifically provided for in the County College Act of 1966.

Union County Developed Differently

A unique county-college system was established July 1, 1969, in Union County under the aegis of the Union County Co-ordinating Agency for Higher Education (cf. L. 1968, c. 179). Union College, founded as an Emergency Junior College in the 30's, and in later years categorized as a county-assisted junior college, and the Union County Technical Institute comprised the approved "system." By working co-operatively under the UCCAHE, this two-campus institution qualified to receive state and federal financial aid comparable to that awarded to regularly organized county colleges.

The possibility of the county colleges in New Jersey receiving more in federal assistance than provided by the Higher Education Facilities Act of 1966 arose in 1969 when the Honorable Harrison A. Williams (D., N.J.), a member of the United States Senate, proposed a *Comprehensive Community College Act* to the 91st Congress,

... to assist the states in providing post-secondary education to all persons in all areas of each State through a system of Federal grants to each state for strengthening, improving, and developing comprehensive community colleges; to ensure that the education provided by such colleges is suited to the needs, interests, and potential benefits of the total community; and to assist such colleges in providing educational programs especially suited to the needs of the educationally and/or economically disadvantaged in each state

Hurdles Had To Be Jumped

Not all the colleges organized under the County College Act got off to a smooth start. Several found taxpayers examining each project with jaundiced eyes, forcing referenda on the issue in some cases before permitting their boards of chosen freeholders to move ahead.

In some counties opposition arose when sites were to be purchased or buildings constructed. Racial questions, not unsurprisingly, sometimes entered the picture not only in regard to admission

policies but also in an effort to influence the very location of the new educational facility. Several colleges moved to head off confrontations over race by "open door" recruiting plans which encouraged youths with poor high-school records to enroll with the promise of compensatory courses being available before the college-level curricula would have to be undertaken.

To strengthen the concept that the public two-year colleges were not to be for a select few able to score well on "college boards" *et al.*, the state board of higher education ruled in 1969 that one of the purposes and objectives of a county community college had to be,

To make education accessible to all high school graduates, those holding a GED (General Educational Development) certificate, or those persons nineteen years of age and older in their service boundary areas, within the limits of available resources . . . *

By 1970 fourteen county colleges (fifteen counting Union) were firmly established. Enrollment soared beyond expectations at most of them. That this was due to the wise decision to have the community colleges county-based was indicated in the Higher Education General Information Survey (HEGIS) of 1969 which showed that 89 percent of those enrolled were attending the county college in their home county.

Imaginative curricula were introduced to meet not just the needs of recent high-school graduates but of older citizens such as policemen, nurses and established employees in business and industry.

Some Try Multiple Campuses

Camden County made an early move toward a two-campus facility in an effort to respond to the urban problem of Camden-city as well as the aspirations of Camden-suburbia. Essex County was on the same track in reverse fashion, planning in the 70's to split off an autonomous suburban campus from its Downtown Newark location. Union College was authorized by the state board of higher education in June, 1970, to open branch campuses in Elizabeth and Plainfield.

Such moves sometimes backfired. A plan in 1970 to relieve over-crowding at Essex County College in Newark by building temporary facilities on the grounds of the county sanatorium in nearby Verona received a violently negative reaction from students, faculty, and even citizens residing within its domain.

*Regulations Governing County Community Colleges (September 19, 1969).

According to Robert J. Braun, writing in the *Star-Ledger* of Newark,

Many of the college's students and faculty members believe the move will create two colleges, one black in Newark and one white in Verona, separate and unequal. The administration denies this pointing out that efforts will be made to keep "the racial mix" equally distributed. It is easy to understand why the Afro-Americans feared any change in location.

Essex County College from the very outset had a higher ratio of black students than any of the other county colleges (Fig. 3). This was probably because of its location in Downtown Newark convenient to the ghetto and its "open admissions" policy in which it deliberately aimed for an enrollment of at least one-third blacks.

FIGURE 3
Minority Group Enrollment
In County Colleges (1969)

Institution*	Enroll.	Black Students	% of Black St.
Atlantic	918	78	8.5
Bergen	724	11	1.5
Camden	1328	193	4.5
Cumberland	601	49	8.0
Essex	2265	728	32.0
Gloucester	380	70	18.0
Mercer	1790	303	17.0
Middlesex	1818	43	2.3
Morris	595	15	2.5
Ocean	1205	21	1.7
Somerset	247	32	13.0
Union	1734	35	2.0

*Brookdale, Burlington and Passaic had no students of their own at time survey was made.

SOURCE: Public Institutions: "Minority Group Students, Faculty and Administration." Department of Higher Education Memorandum - Trenton - April 23, 1969.

At the turn of the decade Essex joined with Rutgers, Newark College of Engineering and the New Jersey College of Medicine and Dentistry, all building and developing in Downtown Newark, to form the Co-operative Central Planning Group of Public Higher Education in Newark "for more efficient use of facilities and land."

Essex also became a charter member of GT-70, a consortium of ten two-year colleges throughout the country. Early projects of GT-70 included development of a computerized registration system and video-taped instructional materials for circulation among members.

Most of the county colleges joined the state's Educational Computing Center linking computers at more than twenty New Jersey colleges and universities to larger units at New Brunswick and

Princeton. The remainder, several years later in opening, planned to join as soon as they reached the stage where computers would be valuable and necessary hardware.

Shortly after beginning operations, Gloucester joined a marine science consortium composed of colleges, industries and state institutions interested in research and study of marine biology. Several others looked forward to similar co-operative enterprises, some with four-year colleges located in proximity.

Where Will It End?

What of the six counties not committed to establishing or maintaining a public two-year college plan by 1970? Certainly Hudson had the basic ingredients of concentrated population and sufficient tax resources to establish its own community college whenever it so desired.

The other counties - Cape May, Hunterdon, Salem, Sussex and Warren - seemed to be classic examples of a problem with the 1962 law which mandated county units as the basis for public two-year colleges for the entire state. These counties, unable to meet state board standards, were expected to cast their lot with a nearby county under a "revision" of the County College Act in the Higher Education Act of 1966 which authorized "joinders in operation." However, county pride and the desire of some boards of freeholders to spend county tax dollars on projects within their own county, proved to be flies in the ointment. Officials in both Gloucester and Salem counties, for example, explored the possibility of jointly operating a two-campus college with technical subjects taught in Salem county and the academic disciplines in Gloucester's already functioning college. Neither county wanted to lose its autonomy by disbursing tax resources in the other county. Nor did either want to lose its identity as a college sponsor as would happen in a dual operation.

Salem County, in fact, proposed to the state board in 1970 that it be allowed to raise its Salem County Technical Institute to degree-granting status as a post-high-school vocational and technical facility. The implication was that perhaps later, if economic and enrollment patterns permitted, Salem would petition to convert the technical institute into its own county college.

It was obvious to knowledgeable observers that, if this came about, it would break the service boundary area concept of 1968 and might well lead to other small counties demanding the right to have their own two-year college regardless of their ability to meet state-imposed criteria and requirements.

On the other hand, a Sussex-Warren consolidation for higher education purposes looked like a possibility in 1970. Conceivably, these two adjoining northwestern counties could find a site on their common border which could become an educational enclave accessible to both and jointly supported.

It seemed a good bet that one of two things would happen before the 70's ended. Either the state would take over virtually one hundred percent of the cost of operating the county colleges and exercise the power of the purse or the counties would insist on greater self-determination in the basic decisions as to whether or not they would have public two-year colleges and what kind of institutions they would be. The main source of operating funds would probably dictate the answer. For in education, as elsewhere, he who pays the piper calls the tune.

FIGURE 4
State Share* of Operating Costs
Of County Colleges

County	1969-70	1970-1**
Atlantic	\$ 868,211	\$1,133,191
Bergen	999,600	1,155,000
Brookdale	1,095,600	1,464,938
Burlington	520,200	1,242,000
Camden	1,066,500	1,395,210
Cumberland	484,240	558,750
Essex	2,651,040	2,997,670
Gloucester	501,500	750,000
Mercer	1,832,700	1,942,609
Middlesex	1,863,000	2,426,400
Morris	1,200,090	1,710,000
Ocean	1,055,278	1,181,232
Somerset	342,000	549,000
Union***	986,400	1,490,000
	\$15,466,269	\$20,000,000

* State pays one-half of operational costs or \$600 per student, whichever is the lesser amount.

** Passaic made application too late for inclusion in this appropriation.

*** College and Technical Institute combined.

SOURCE — Minutes of the July 18, 1969, and July 17, 1970, meetings of the New Jersey Board of Higher Education.

ATLANTIC COMMUNITY COLLEGE

Atlantic Community College is a comprehensive, community two-year college jointly sponsored by the Board of Chosen Freeholders of Atlantic County and the New Jersey State Board of Higher Education.

It was the first two-year college in South Jersey and the second in the state to be approved by the state board of education under

the enabling legislation of 1962. Classes began at ACC on September 15, 1966, on a late-afternoon and evening schedule in Atlantic City High School. On February 12, 1968, classes were moved on a permanent basis to a 537-acre campus in Mays Landing, Hamilton Township.

State officials credit the people of the Atlantic City area with one of the most determined efforts to establish a two-year college made anywhere. Under the leadership of Dr. Martin M. Weitz, a group of citizens as early as 1954 tried to develop something more tangible and lasting from an existing extension program sponsored by Rutgers — The State University. A citizens advisory council was formed to promote a junior college project. Incorporated in 1958, the group went so far as to invite eleven junior college administrators to Atlantic City for a three-day workshop to study the questions and problems involved in establishing a two-year college for southern New Jersey.

In 1963 a committee of county freeholders and educators received permission under the County College Act of 1962 to establish and operate a county college in Atlantic County. On April 14, 1964, a charter was issued by the state board. A telling argument in favor of early action by the state was the fact that Atlantic County ranked 19th among the counties in the number of its college-educated residents (9.8% vs. state average of 16.1%) with only Cumberland and Hudson counties lower.

Dr. Walton A. Brown was selected as the first president in 1964. He guided the college through its formative months and saw the temporary evening college open with 300 full time, and 380 part-time students. Dr. Brown resigned almost simultaneously with opening day and was replaced, effective November 1, 1966, by Dr. Luther G. Shaw, dean of administration at nearby Glassboro State College. Dr. Shaw left the post at the end of the 1969-70 year.

Construction of the new campus began with traditional groundbreaking ceremonies on November 29, 1966. Despite the fact that the next 16 months were the rainiest on record in South Jersey, the campus opened 441 days later with John J. Rosenbaum, director of business services and later dean of administration, credited with a near-miracle in bringing about the result.

In its initial stages Atlantic Community College was authorized to spend \$4.9 million to construct a campus-complex including a science and technical building, an academic complex, a library and administration building, a physical education building, a student center, and a maintenance building. Of this capital outlay the state was obligated to pay \$2,450,000 or fifty percent of the total. (22)

Members of the board of trustees appointed to serve before November 1, 1970, included: Samuel A. Donio, William A. Gemmell, Lentz D. Gold, Dr. John S. Helmbold, Rev. John Henry Hester, Mrs. Anita C. Metzger, Richard S. Mischlich, Murray S. Raphel, Dr. Harry A. Sweeney, Dr. Lawrence R. Winchell, John S. Xanthopoulos, and Mrs. Eleanor C. Yaeger.

BERGEN COMMUNITY COLLEGE

The citizens of Bergen County deserve an accolade for giving the legislation enabling New Jersey's counties to establish two-year colleges its biggest boost. The Bergen County College Needs Committee, founded in 1956, was the spark-plug of the movement.

The Hillsdale Board of Education jumped the gun on the Committee's study by suggesting in January, 1957, that a junior or community college be made part of the proposed new regional high school being planned for the area. Little support for the idea, which conceivably could have wedded the fledgling two-year college movement to the secondary school rather than have it become an integral part of higher education, appeared.

Contrariwise, evidence was in from several interest surveys by 1958 that firmly convinced committee members that the need for a public two-year community college in Bergen County did, indeed, exist. Unsuccessful attempts to interest Rutgers—the State University, and other public institutions in establishing one as an extension center were made. The committee then urged the passage of legislation "which would permit and encourage counties to set up and operate two-year community colleges."

On April 3, 1963, acting on the authority of L. 1962, c. 41, the Bergen County Board of Freeholders appointed a committee of distinguished citizens and charged them with official responsibility for inquiring into the needs of a two-year college in Bergen County. In October, 1963, the committee affirmed previous conclusions that the need was immediate.

On April 7, 1965, the Bergen freeholders petitioned the state board of education to establish such a college. The state board voted permission in September, 1965, and on November 3, 1965, the freeholders formally approved resolutions making BCC a reality. A short time later, they appointed its first board of trustees.

Dr. Sidney Silverman was chosen as the initial president in the summer of 1966, assuming office on February 1, 1967. The 167-acre site of the Orchard Hills Country Club in Paramus was selected as the permanent campus. With the concurrence of the state board of higher education, BCC originally planned to spend \$24.4 million on campus construction with the county and the state sharing the cost.

Separate buildings were designed for administration, library, science, student union, health and physical education, business, and academic classrooms. (22)

Members of the Bergen Community College Board of Trustees have included: Wilton T. Barney, John W. Davis, Mrs. Mary H. Fairbanks, Bennett H. Fishler Jr., Dr. Archie F. Hay, Eugene Jacobsen, Benjamin Labov, Dr. Archie L. Lacey, Clarence E. Mathe Jr., Joseph L. Muscarelle and David Van Alstyne Jr.

The Bergen Community College registered its first class of 1300 day and evening students in September, 1968. It used temporary quarters on its permanent site to provide for them.

BROOKDALE COMMUNITY COLLEGE

(Monmouth County)

They first named it Monmouth County Community College in the style of other counties which created two-year colleges. But confusion with the identity of long-standing Monmouth College soon dictated a change. Therefore, by action of the board of trustees on July 2, 1968, and subsequent concurrence of the state board of higher education, Monmouth County Community College became Brookdale Community College.

The new name memorializes the 226-acre Brookdale Farm in Lincroft, Monmouth County, famous for horse breeding while under private ownership for some 150 years. The site was part of a large tract purchased by the board of chosen freeholders for county part and recreation use. It was ideally situated for a public-college campus.

The freeholders formally put Monmouth County in the higher education business by resolution on July 18, 1967. Among the trustees named then and later were: Marvin A. Clark, Dr. Joseph E. Clayton, Maj. Gen. W. Preston Corderman, William D. Flackenstein, Earl B. Garrison, James R. Greene, Mrs. Harry R. LaTowsky, Dr. Walter S. McAfee, David H. Means, Mrs. John L. Polhemus and Leon Zuckerman.

Pressured to get the college started, the trustees first chose Dr. Edwin H. Harlacher as president and then signed a contract with Monmouth College to accept up to 800 full-time day students in its junior division in September, 1968, with the county paying three-fourths of the tuition. About 500 of these continued at Monmouth College for the 1969-70 academic year under the same financial arrangement.

Meanwhile, permission was received from the New Jersey State Board of Higher Education to convert five barns on the Lincroft campus for classroom use and auxiliary services and to open these

facilities to a new freshman class in September, 1969. Permission was also granted to contract with the Monmouth County Technical Institute and the Monmouth County Medical Center to take over the teaching of all collegiate-grade courses offered by these institutions. Thus BCC early became, in effect, a three-campus institution.

The state and Brookdale's trustees agreed in the beginning to share the cost of constructing \$9 million worth of buildings on the new campus. Included were a library, a physical education facility, science, academic and administration buildings, allied health and student centers, two engineering technology buildings, a community services building, a food service building and a theater. (22)

The first official graduates of Brookdale Community College were scheduled to receive the associate in arts and allied degrees in June, 1971.*

BURLINGTON COUNTY COLLEGE

Burlington County is the largest county in area in the state. It has been famous almost since the nation was founded as a rich, agricultural region noted for blueberry and cranberry production as well as dairying and poultry raising. One thing it didn't have, until recently, was a college or university within its borders.

On December 8, 1965, the Burlington County Board of Chosen Freeholders took care of that lack by formally establishing the Burlington County Junior College. The fledgling institution did not get off the ground unchallenged, however, as a group called the Burlington County Committee for Good Government petitioned for a referendum. Superior Court Judge Edward V. Martino dismissed the petition on summary judgment when sufficient ineligible names were removed from the lists to reduce the request below the statutory requirement of five percent of the registered voters.

While the freeholders showed interest as early as October, 1961, in "securing facilities for higher education in Burlington County," a feasibility study was not authorized officially until March 26, 1964. A committee of twelve headed by William L. Apetz (later to become president of Gloucester County College) made a detailed study of the situation. In December, 1964, it reported favorably to the freeholders.

Those appointed as trustees in the planning and development stages of the institution were: William L. Apetz, W. George Batezel, Dr. George W. Dean, Victor Friedman, Dr. Joseph W. Howe, John Kelley, Lewis M. Parker, Malcolm P. Pennypacker, Martin W. Rogers, Henry C. Shaid, Dr. William A. Shine, and Emmett E. Spurlock.

*The Class of 1970 which attended Monmouth College received AA degrees from that institution and technically are not BCC graduates of record.

The trustees elected Dr. N. Dean Evans, administrator and professor at West Chester State College, as president on July 1, 1967. On July 11, 1967, the board selected a 225-acre site along Rancocas Creek in Pemberton Township as the permanent campus. The trustees and the state shared the initial \$7,240,000 cost of constructing learning resources, administration, student-faculty, physical education and academic centers as well as a service and maintenance facility. (22)

Burlington County College opened in September, 1969, occupying temporary facilities in the Lenape Regional High School in Medford Township. Some 650 full-time and 500 part-time students were admitted in the first class.

CAMDEN COUNTY COLLEGE

Camden County College, scheduled to begin in September, 1969, probably set a record of sorts when it opened its doors on its permanent campus two years ahead of schedule. It lays claim also to having the only "instant campus" of a permanent nature among New Jersey's two-year county colleges.

It all began when the board of trustees was appointed by the Camden County Board of Chosen Freeholders in late 1966. The trustees immediately began searching for a president who would help them choose a site from among the twelve "offered." By March, 1967, the board had its president in Dr. Otto R. Mauke, formerly a dean at nearby Cumberland County College.

Then a veritable windfall occurred when the Salvatorian Fathers suddenly decided to close out the Mother of the Savior Seminary and dispose of its land-holdings. The 320-acre campus, located in Blackwood, contained several buildings suitable for classrooms, administrative offices and student activities. With the blessings of the freeholders and the state board of education, the trustees finalized the sale in June, 1967. The first students began classes officially in September, 1967.

Those serving as trustees since the inception of the college have included: Harry Benn, Dr. Charles E. Brimm, Mrs. Maxine Colm, Gabriel E. Danch, Joseph Elbertson, Eugene Feldman, Joseph A. Maressa, Horace G. Moeller, Edward Neville, Dr. Ernest Schreiber, Dr. Henry P. Wesniewski, and Hon. Charles A. Wolverton.

Initially, Camden County College was authorized to spend \$12.5 million on campus construction including an engineering technology, physical education, administration, maintenance and two academic buildings, library and media, facility, student center and a power plant. The county and the state halved the cost of these structures.

In its second full year of operation, Camden County College more than tripled its enrollment with 2,300 students beginning classes in September, 1968. In addition to on-campus courses, regular classes were offered also for nursing students at West Jersey Hospital and Our Lady of Lourdes Hospital, both in Camden.

Two innovative programs were installed in 1968-9. One, entitled "100 Go to College", was funded under an Educational Opportunity Fund (EOF) grant to entice students who could not otherwise attend college to enroll. The other project was the establishment of an evening school in Camden (City) for students in the county who had not been graduated from high school but whom had completed the 10th grade. Subjects taught included math, science, English and history.

In late 1969, CCC officially announced that a permanent branch of the college would be opened in Camden to meet the needs of residents there. Mr. Walter L. Gordon was placed in charge. The center offered some full-time day courses as well as extension courses in the afternoon and evening.

CUMBERLAND COUNTY COLLEGE

Cumberland County College has the distinction of being the first two-year college under the County College Act to begin operation on a brand-new permanent site. It did this by getting its first classroom building open within ten months of groundbreaking.

The story of Cumberland County College began on October 11, 1962, when the County Board of Chosen Freeholders appointed a "feasibility committee" headed by Dr. William D. Fenton, county superintendent of schools. Despite a report which called a community college a "dire necessity", militant opposition developed, causing a referendum which was narrowly favorable.

Beginning with the first appointments made by the freeholders on December 23, 1964, membership on the board of trustees has included: Alfred Biondi, Bernard Brown, Dr. Charles Cunningham, Dr. William D. Fenton, Henry A. Garton Jr., William S. Gehring, Harold A. Horwitz, Vera B. Lipman, Donald G. McAllister, Walter Myers, Paul R. Porreca, and Frank H. Wheaton Jr.

The board of trustees chose a 100-acre site for the new college campus. It rests on the border separating Vineland and Millville, two of Cumberland County's three major cities. Most of the tract was a gift of the Wood family (Millville Manufacturing Company) of Millville. A few months later the trustees selected Dr. William J. Sample, professor of education at Monmouth College and a long-time school administrator, as president.

On October 17, 1966, just five years and six days after the feasibility study began, the college opened its doors to the first students. In June, 1968, most of the initial entrants were on hand to receive degrees at the college's first commencement.

Cumberland County College has received nation-wide publicity and acclaim for the speed with which its first five buildings were constructed. Part of the success appears to be due to the use of structural steel for the framing with its inherent ability to be rapidly erected. To *The Princeton Packet*, at least, CCC is the "showplace of the county colleges." The initial cost of campus construction, shared equally by the county and the state, was \$10.1 million. Included were academic, administration, student activities, science-technical, and service buildings, a learning resource center, a library and a combination fine arts building and student union. (22)

By design, Cumberland County College is a comprehensive, co-education institution offering associate degrees in liberal arts and sciences, and such occupational fields as business, health services, and law enforcement.

ESSEX COUNTY COLLEGE

Essex County College was established by resolution of the Board of Chosen Freeholders on August 7, 1966. It is part of the state of New Jersey system of higher education financially supported from county, state and federal resources.

The college was formally conceived in June, 1964, when a representative group of citizens recommended the establishment of a two-year county college in Essex County. The group envisioned a comprehensive curriculum offering both semi-professional and pre-professional degree programs as well as job-oriented courses designed to augment the labor force in crucial areas.

In November, 1966, and subsequently as terms expired or vacancies were created, the freeholders appointed to the board of trustees: Dr. Edwin Albano, Hamilton Bowser, Dr. William N. Brown, Mrs. Mary B. Burch, Dr. John B. Duff, Robert R. Ferguson, Samuel Klein, Miss Beatrice J. Maher, James McHugh, Simeon F. Moss, Frederick C. Ritzer, Anthony Scala, Morton A. Siegler, Dr. William S. Twichell, and Justice William A. Wachenfeld.

Dr. Robert McCabe, vice president of Miami-Dade (Fla.) Junior College was named president on February 19, 1967. He resigned in October, 1968, to return to Florida and was succeeded by Dr. Ellis F. White, chairman of the Department of Higher Education, New York University. Dr. J. Harry Smith was named chief executive officer when Dr. White resigned in 1970.

Considerable controversy swirled about ECC in its early days. One issue was whether or not the new college should be city-oriented, located in the suburbs, or a combination of the two. The trustees finally decided on two campuses, the first to be in Downtown Newark. Civil rights groups immediately complained that this would end eventually in racial segregation.

When the Essex County College opened its doors in September, 1968, with an enrollment of 3,000 full-time students, it occupied two facilities in Newark. One location was 31 Clinton Street, a converted 12-story office building formerly used by Seton Hall University. The other was a new and permanent Allied Health Services Facility located at 375 Osborne Terrace, adjacent to Beth Israel Hospital.

The county and the state quickly agreed to share the cost of a \$19.5 million campus to include four divisional houses consisting of classrooms, faculty offices, and learning resources areas plus a student center and an administration building. (22)

Philosophically, Essex County College committed itself to an "Open Door" admission policy from the very start in an effort to reach students from Newark's "inner city." It strove, for example, to have one-third of its students and one-third of its faculty black. It planned to operate six days a week, 15 hours a day, the year 'round. A student could, therefore, earn an associate degree by attending ECC continuously for a full calendar year and one additional semester.

On the other hand a student could achieve the same end by attending the "Weekend College," taking six credits every Saturday for a three-year period.

GLOUCESTER COUNTY COLLEGE

After a feasibility study by a Citizens Committee which recommended the establishment of a community college, the residents of Gloucester County voted approval in November, 1965, by a 2-1 margin. The New Jersey State Board of Education added its backing in April, 1966.

William L. Apetz, a native of Gloucester County, was selected as the first president. Mr. Apetz was serving as county superintendent of schools in Burlington County at the time of his appointment.

The county college officially opened for classes in September, 1968, with approximately 600 enrolled as freshmen. Most of the activity during GCC's first two years was in the late afternoon and evening in the Monangahela Junior High School in Deptford Township. Two buildings were in use, however, on the 270-acre site

of the former Wyckoff Farm at Tanyard and Salina Roads in Deptford.

Named as trustees for varying lengths of time by the Gloucester County Board of Chosen Freeholders have been: A. Paul Burton, James I. Butzner, Joseph J. Grochowski, Charles S. Homan, John J. Lindsay, Dr. Warren J. McLain, William R. McMaster, Mrs. Alberta Perry, Dr. Thomas E. Robinson, Dr. J. Harvey Shue, Dr. Don B. Weems, and Dr. John J. Worrall.

The state and the county agreed to share a \$5.2 million budget to construct an instructional complex, physical education facilities, a library and college center, an art center and mechanical and administrative facilities. (22)

GCC became a charter member of a Marine Science Consortium of high schools and colleges designed to promote the study of, and research in, marine biology. Another significant step in its early years was the establishment of the Gloucester County College Foundation to provide scholarships, fellowships, academic chairs, financed research and instruction through encouragement of gifts and grants from businesses and civic groups, as well as private industry.

MERCER COUNTY COMMUNITY COLLEGE

Mercer County Community College is both new and old. It's new in the sense that under the County College Act it began operations on March 2, 1966, with the official appointment of its board of trustees. It's old in that on July 1, 1967, it merged with the Trenton Junior College whose roots go back past the turn of the century.

As a result of its unique background, Mercer County Community College had the distinction of having a faculty member retire at the completion of its first commencement program and of being fully accredited by the Middle States Association of Colleges and Secondary Schools before it actually began any classes.*

A Citizens Committee for a Mercer County Community College, under the chairmanship of former Princeton University President Dr. Harold W. Dodds, recommended in July, 1964, the establishment of a public two-year college. A non-binding referendum, passed by a 2-1 margin, confirmed the recommendation.

Trustees selected by the freeholders up to November 1, 1970, were: Alan W. Bowers, Frank C. Bowers, Edward A. Callahan, Dr. Henry Chauncey, Dr. Harold W. Dodds, Henry N. Drewry, Albert B. Kahn, Dr. Simon Marcson, Mrs. Anne Clark Martindell, Mrs. Peggy

*Professor J. Gordon White led the academic procession on graduation day (June 11, 1968) and immediately thereafter became MCCC's first retiree. Over a 40-year stretch, all but one of them on the staff of Trenton Junior College, Professor White had taught over 4000 students.

Kerney McNeil, Dr. Richard Pearson, Jack B. Twichell, and Anthony Zuccarello.

Dr. Richard K. Greenfield was chosen as MCCC's first president. He quickly completed merger plans which resulted in MCCC taking over the building, accreditation and many of the students, faculty and administrators of TJC.

Among other things, the Mercer County Community College inherited a strong student-life program including outstanding athletic teams when it merged with Trenton Junior. The TJC Vikings were National Junior College soccer champions in 1963. In March, 1968, MCCC (almost entirely a TJC product) lost the National Junior College basketball championship to Kansas City, 66-64, in the last game of the tourney.

Mercer County Community College was early faced with a difficult decision. Would it be a "downtown" college or a "green acres" one? Despite appeals from Dr. Richard T. Beck, then Trenton's superintendent of schools, the Hon. Frank Thompson, MC, and the Trenton Federation of Teachers, the board of trustees chose a 300-acre site in Assunpink Park in West Windsor Township for a plant accomodating about 2,000 students.

A total of \$17.7 million was estimated as needed to open the out-of-town campus and provide it with administration, liberal arts, engineering and technology, and maintenance buildings, plus an audio-visual center, a student center and a business-commerce center as well as a library and physical education facilities. The county and the state agreed to divide the cost between them. (22)

MIDDLESEX COUNTY COLLEGE

Middlesex County College is a two-year publicly-supported co-educational institution of higher learning developed under a program of the New Jersey State Board of Education and the Middlesex County Board of Chosen Freeholders. It provides diverse educational opportunities through a full-time day program and a part-time evening and extension division.

Following an affirmative report of a committee appointed on December 19, 1962, to study the need for a community college, the freeholders selected the following members of the board of trustees to serve for varying periods after July 2, 1964: Robert R. Blunt, Edward A. Brady, Mrs. Lillian Carmen, L. Russell Feakes, Paige D. L'Hommedieu, Robert J. Hughes, Joseph Klegman, Frank A. Marchitto, Maurice W. Rowland, and G. Nicholas Venezia.

On May 1, 1964, the federal government officially deeded a 157-acre site and 54 buildings in the prime residential section of the

Raritan Arsenal in Edison Township to Middlesex County to be used for a community college.*

The state and the county agreed to share a \$9 million campus construction cost, including the creation of a dozen new buildings and remodeled structures to be used as a library, a student center, faculty office buildings, specialized instruction buildings, an administration building, a theater, an allied health center, and a community services building.

The MCC Board of Trustees applied for, and received, a \$3,626,000 federal grant under the Higher Education Facilities Act of 1963, representing 40 percent of the cost of renovating some buildings and constructing others. The grant, incidentally, was the full amount allocated to New Jersey initially, probably representing the only time all such money allocated to the Garden State will go to a single institution.

Dr. Frank M. Chambers, dean of the Broome Technical Community College in Binghamton, New York, was appointed president on March 9, 1965. The first freshman class of 728 full-time students was admitted on September 24, 1966. On June 12, 1968, associate degrees were awarded to 293 students, 82 of them transfer-oriented. In addition certificates were presented to 31 mature women retrained to enter the labor force under a unique Job Horizons Program.

Careful assessment of student reaction to the new college at the end of its first two years reflected in the main that MCC was well thought-of. There were complaints of the lack of school (sic!) spirit; that there was little of the traditional college-atmosphere around; and that there was no tradition *per se* to the college. Others saw their classmates as being there either to get a job or beat the draft.

Many, however, liked the personal attention accorded them by the staff and still others found to their satisfaction that nearby industries really did have jobs for them — both regular and summer.

COUNTY COLLEGE OF MORRIS

The County College of Morris is a two-year public community college supported by Morris County and the State of New Jersey. It is particularly dedicated to developing those curricula, programs and courses for which there is expressed community interest and to providing high-quality, low-cost education for the residents of Morris County.

A committee on the feasibility of a community college in Morris County headed by William H. Mason Jr., county super-

*The Raritan Arsenal, once totaling 8,233 acres and costing \$42 million, was established in 1917 to assist in the handling of great volumes of material being shipped abroad in World War I.

intendent of schools, was appointed on July 10, 1963, by the Morris County Board of Chosen Freeholders. Based on its affirmative recommendation, the freeholders approved the establishment of the college on December 8, 1965.

Early members of the board of trustees were: A. Kendrick Barber, Isedor Cohen, Patrick DeMare, Dean A. Gallo Jr., James M. Henderson, Robert E. Mulcahy III, Mrs. Georgette B. Peck, Leslie V. Rear, Oliver E. Sheffield, and N. Dean Steward Jr. The trustees elected Dr. Sherman H. Masten, dean of Ulster County Community College, Kingston, New York, as the first president of the institution.

The County College of Morris opened on September 24, 1968, on its permanent campus of 218-acres of rolling, wooded countryside in Randolph Township. The choice of the site didn't come easily. A suggestion, for instance, that it be placed on Sussex Avenue in Morris Township brought sharp reaction and a negative petition signed by 243 landowners in the area. On the other hand, in November, 1966, the board of trustees read a formal request from Parsippany-Troy Hills urging that the college be located within its boundaries. Hanover Township also indicated interest in having it within its borders. A site in Randolph Township accessible to major population area was finally selected. The initial cost of developing the Randolph Township campus was pegged at \$14.1 million with the county and the state underwriting equal shares.

OCEAN COUNTY COLLEGE

Ocean County College has acquired a lot of "firsts" in its brief history as a two-year public co-educational college sponsored by Ocean County and the State of New Jersey.

- It was the first county college in New Jersey to be approved by the voters (November, 1963).
- It was the first county college established under L. 1962 c. 41, the New Jersey County College Act (January, 1964).
- It was the first county college to begin functioning in New Jersey (March, 1964).
- It was the first county college to move onto a campus specifically designed to its needs (February, 1967).

Interest in a facility for higher education in Ocean County dates back to 1957 when the Ocean County Board of Freeholders adopted a resolution favoring a study of the need for a college within commuting distance of all residents of the county. Led by Dr. Charles S. Whilden, county superintendent of schools, local residents and state officials probed the issues and promoted the cause until on January 15, 1964, Ocean County College was officially created by action of the freeholders. The original board of trustees was chosen on March 4, 1964. Members who served on that body and subsequently included: George L. Cox, Lawrence D'Zio, James G.

Henry, Maurice B. Hill, Mrs. Frank Holman Sr., Robert J. Novins, Mrs. Hector Reid, W. Kable Russell, Dr. Solomon Soloff, Richard VanDyk, Dr. Charles S. Whilden, and William F. White.

Once functioning, the board of trustees moved quickly ahead. Dr. Andrew S. Moreland, county superintendent of schools of Cape May, was appointed president on September 28, 1964. On October 5, 1964, temporary administrative offices were opened in Toms River, N.J. On October 26, 1964, a 275-acre tract on Hooper Avenue in Dover Township was selected as the permanent campus.

The site is located at the geographical center of the county within forty minutes' commuting distance for all Ocean County residents. The Township of Dover conveyed 145 acres of the property to the board of trustees under Chapter 69 of the laws of 1964 which permits counties and other governmental units to lease or give property to a county college.

Buildings on the new site cost \$6.2 million with the state and county sharing the cost 50-50. Included were a library-administration, academic and instruction-fine arts buildings, physical education facilities, a lecture hall, and a student center. (22)

Unfazed that its permanent campus was far from completion, Ocean County College nonetheless opened on schedule in temporary quarters as an evening and Saturday enterprise in September, 1966. Academic classes were held in Toms River High School. Physical education classes were conducted in the National Guard Armory, also in Toms River.

Nearly 1,000 students registered on opening day, some 600 as full-time enrollees seeking associate degrees. They moved to the permanent campus at the beginning of the second semester on February 20, 1967. The first commencement exercises were held on June 17, 1968.

PASSAIC COUNTY COMMUNITY COLLEGE

Passaic County became the fifteenth to organize a two-year college in New Jersey under the County College Act of 1962. Called the Passaic County Community College, it came into being in November, 1969.

The Passaic County Board of Chosen Freeholders approved the establishment of the college following a successful referendum on the question in the 1969 general election. A study committee spent three years exploring the feasibility of a community college for Passaic, reporting favorably on the project several months before endorsement by the voters.

Early members of the board of trustees appointed to govern the institution were: John R. Day, Alfred T. Deleasa, Gaetano E. Dittamo, Mrs. Carril A. Foster, Philip Martini, Dr. Alan Morehead, John Pasquale, Dr. J. Harold Straub, Norman Tattersall and Robert Wuester.

In expectation of accepting students in temporary quarters in September, 1971, the PCCC board of trustees appointed Dr. Robert S. Zimmer as the first president in June, 1970.

SOMERSET COUNTY COLLEGE

Somerset County College is a two-year, public, co-educational college sponsored by the Somerset County Board of Chosen Freeholders and the New Jersey Board of Higher Education. It was founded by resolution of the Somerset county freeholders on November 16, 1965, after study committees recommended the establishment of a community college.

The original board of trustees was appointed on April 5, 1966. They and later members included: Joseph F. Buckley, John C. Bullitt, David J. Connolly, Thomas Decker, Mrs. Evelyn S. Field, Ernest L. Gilliland, Michael S. Kachorsky, Guy E. Millard, Edward Nash, Robert F. Pierry, George Radcliffe, Graham Ross, and Walter F. Swain Jr. On February 1, 1967, the board of trustees appointed Dr. Henry C. J. Evans of Rutgers University as president, effective April 1, 1967. Temporary administrative offices were leased in downtown Somerville.

A mild controversy erupted over the site of the new Somerville County College campus. The board viewed the 200-acre famed Duke Estate in Hillsborough as the prime location. When Miss Doris Duke, tobacco heiress, indicated her opposition to the choice, several other sites were examined.* A 228-acre tract in Branchburg Township was finally agreed upon and purchased by the board of trustees.**

The initial classes of Somerset County College began in September, 1968, in leased accommodations in the Green Brook High School in Green Brook. Approximately 230 enrolled as full-time students in the first class.

Plans for the Branchburg campus called for an initial outlay of \$12 million, equally shared by the state and the county. Included

*To indicate her support of a two-year college in Somerset County, Miss Duke donated numerous shares of stock valued at nearly \$500,000 to the college to reduce the county's share of the indebtedness.

**The only drawback of the Branchburg site was the uncertainty over the location of a fourth jetport in the metropolitan area (others - La Guardia and John F. Kennedy in New York and Newark in Northeast New Jersey). If the airport complex were to be located near Branchburg, engineering projections indicated landing and takeoff patterns would have flying aircraft continually over the campus.

were academic and library buildings, student and performing arts centers, service and maintenance as well as physical education facilities. (22)

UNION COUNTY COORDINATING AGENCY FOR HIGHER EDUCATION

In February, 1969, the Union County Board of Freeholders created the Union County Coordinating Agency for Higher Education pursuant to Chapter 180 of the laws of 1968. Its stated purposes were to determine the higher educational needs of Union County and provide the services needed, through contract if necessary.

While the law is general in nature and applicable to several counties, it was specifically designed for Union County where leaders felt they could save many millions of dollars in construction funds by purchasing services from existing Union County institutions rather than investing in a new community college. County officials estimated a saving of \$15 million at the time the Agency went into operation.

The UCCAHE immediately signed contracts with Union College of Cranford and the Union County Technical Institute, Scotch Plains, to provide two-year college courses, the former in academic fields and the latter in technical and vocational subjects. Union College agreed to award an associate in applied science degree to the technical institute graduates completing collegiate curricula.

The agency received powers similar to those accorded boards of trustees in the county colleges. It could, for example, receive grants from both the state and federal governments and disburse these to institutions under contract to provide educational services.

Members of the agency include the Union County Superintendent of Schools, two representatives from each of the "institutions" involved, and four from the public at-large.

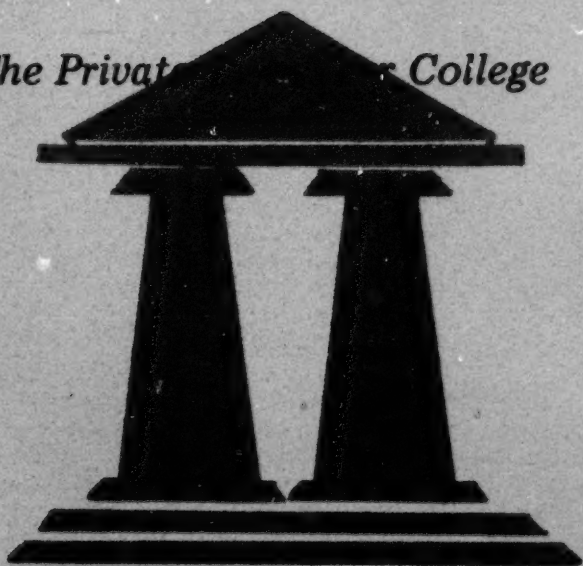
The first director of the agency was Dr. Kenneth C. MacKay, long-time president of Union College.

Trustees who served during the early days of the UCCAHE were: James A. Avery, Robert F. Douglass, George W. Kampf Jr., Charles S. Mancuso, Dr. Albert E. Meder Jr., Mrs. Anna M. Grygotis, Hugo B. Meyer, Edward C. Weizer, and Dr. William H. West.

The state board of higher education in June, 1970, authorized Union College to establish branch campuses in Elizabeth and Plainfield, two of Union County's largest communities. Scheduled to open in the fall of 1970, each branch campus was authorized to accommodate approximately 225 full-time equated freshman students per year.

part III

The Private College



*Chapter 8—The College for the
Preparation of the
Religious*

*Chapter 9—The Church-Oriented
College*

*Chapter 10—The Independent
College*

INTRODUCTION

While New Jersey as a state was refusing to commit its resources to the creation of public two-year institutions of higher learning until well into the 60's, private organizations were alert to the opportunities and as early as the Roaring 20's began establishing junior colleges. Rider College of Trenton started it all by developing a two-year degree-granting program in 1922. By the close of the 1950's, twenty-six private junior colleges had entered the picture for varying lengths of time.

Seventeen of the private two-year colleges were designed to prepare men and women for religious vocations in the Roman Catholic Church or to foster a denominational viewpoint. The other nine were independent institutions mostly non-profit but a few proprietary, in nature.

The private area *in toto* encompasses three sections — the college for the preparation of the religious, the church-oriented college, and the independent college. Several of the colleges preparing young men for membership in religious orders were organized to meet a dire need for higher education facilities. Thus when other institutions were opened or expanded elsewhere, the New Jersey installations were closed and disposed of. These moves seemed to be brought about by changing pressures in our society rather than by purely philosophical decisions on the merits of junior college education *versus* the traditional four-year type.

Chapter 8

Colleges for the Preparation of the Religious

The two-year college for the preparation of young men and women entering religious orders within the Roman Catholic Church has been a popular one in New Jersey. Some twelve colleges have been chartered for this purpose beginning in 1941.

Four of these two-year colleges were instituted for young men. The last of these was terminated in June, 1970, bringing to an end an era of approximately three decades.

The eight two-year colleges approved originally to prepare women for religious life proved to be a hardier breed. Their basic and one-time sole function of sister-formation changed, however, in the 60's with five of them admitting lay women as well as postulants. Two of these went "all the way" at the time of change by accepting men as regular students.

The inception of the nation-wide program of sister-formation in the early 1940's was the primary reason for establishing two-year college programs for the young woman with a religious vocation. Immaculate Conception Junior College in Lodi was the first, incorporating in 1941. Villa Walsh Junior College of Morristown was next, changing in status from a normal school in 1948. In 1951 Assumption Junior College, Mendham, came on the scene, followed in 1956 by Tombrock Junior College.

In 1962 when Seton Hall University abandoned an "extension" system wherein professors were provided for small-convents needing help in the education of their cloistered postulants, Archangel Junior

College of Englewood Cliffs was quickly organized to fill the vacuum. In 1965 Alphonsus College at Woodcliff Lake, and Mount St. Mary College, North Plainfield, secured approval to offer two-year curricula. Salesian College of North Haledon was the last of the eight to be approved, this event occurring in 1968.

The earliest of the four men's two-year colleges, in actuality seminaries, was Maryknoll Junior College which opened under the auspices of the Maryknoll Fathers in Lakewood in 1947. The Congregation of the Mission of Saint Vincent de Paul followed with St. Joseph's College, Princeton, in 1953. In 1955 the Salvatorian Fathers opened the Mother of the Savior Seminary in Blackwood and in 1956 the Christian Brothers of Ireland purchased the Maryknoll property and immediately reopened it as St. Gabriel's College.

Falling enrollment and difficulty in recruiting faculty of a calibre compatible with New Jersey's standards for junior college personnel were the main reasons for closing the colleges devoted to preparing priests and brothers. In 1954 Maryknoll Junior College was the first to be declared "superfluous". Its students were transferred to Maryknoll College in Ossining, New York.

In 1966 the founders of the Mother of the Savior Seminary reduced its six-year program for its would-be priests to a four-year high-school program at Blackwood, eliminating the junior college there. In 1968 St. Gabriel's College was phased out and its students transferred to Iona College in Iona, New York.

St. Joseph's College, Princeton, closed out its two-year college program in 1970. Facilities abandoned by the two-year college students were turned over to an expanded college preparatory school. The Vincentian Fathers, operators of the high-school and junior college complex, expressed the belief that its aspirants would receive a preparation more relevant to the times by attending a sister institution of higher learning in the liberal arts tradition like Niagara University of Buffalo, New York.

The women's colleges among the religious-preparation institutions did not follow the same path as the men's. They made rather drastic changes in their fundamental purposes when need be, but most did not shut down nor eliminate the two-year programs they had striven so hard to create.

Yet Vatican Council II, called by Pope John XXIII to modernize the Roman Catholic Church, was bound to have an effect on junior colleges for women as well as all other schools and colleges run by the various Roman Catholic orders. One obvious result of the liberalization of Catholic action as determined by Vatican II was a sharp decline in the number of vocations, or religious callings,

answered by young American women. This in turn caused the leaders of sister-formation colleges to re-study and re-evaluate the principles on which the religious colleges for women had been founded in New Jersey.

As one sister-administrator said in 1969,

A decade ago emphasis was on a strong program for young sisters coupled with withdrawal from the secular world. The educational emphasis remains. But since Vatican II, it is now believed better for sisters in training to be in contact with society rather than isolated for five or seven years.

To effectuate the new philosophy two of the women's colleges of the sister-formation type changed their names entirely. Archangel Junior College became Englewood Cliffs College and Immaculate Conception Junior College became Felician College. The others dropped the appellation "Junior" from their corporate identities, some in apparent expectation of offering four-year programs leading to the bachelor's degree sometime in the future.

Organize Consortium

In an effort to strengthen their cause and provide mutual help when needed, several of the religious colleges formed the New Jersey Private College Consortium in 1969. Charter members included Alphonsus College, Englewood Cliffs College, Felician College, Tombrock College and Salesian College.

The early members of this consortium had several things in common. All were established by religious orders of the Roman Catholic Church to educate and prepare women for the various sisterhoods; all were located in the northeastern part of the state; all had recently moved from an exclusively sister-formation philosophy toward laicization with a few, notably Englewood Cliffs and Tombrock going at least partially co-educational.

J. Frederick Holmes, assistant university dean for two-year colleges, state university of New York, was retained as a part-time consultant to aid the consortium in developing its objectives and assessing its significance on the future of the member institutions.

ALPHONSUS COLLEGE

Alphonsus College is a private, two-year liberal arts college for women located on 30 acres of land overlooking the Garden State Parkway in Woodcliffe Lake. It is under the direction and supervision of the Congregation of Sisters of Saint John the Baptist, an order established in Newark in 1906 and devoted exclusively to education.

Alphonsus College was licensed to provide a two-year curriculum by the New Jersey State Board of Education on June 2, 1965, just before it moved to New Jersey. It had previously been known as Alfonso Maria Fusco Institute at Glen Cove, L.I., N.Y., having been founded there in 1961 to prepare members of the Congregation to teach in Catholic schools.

The pressing need to provide opportunities for higher education for a greater number of students, lay women as well as religious, prompted the sisters to build a modern, well-equipped college to provide such programs as arts, sciences, child-care, and library assistantships. About 160 students were enrolled in 1968-69, seventy-one in the full-time day division.

Alphonsus College has been approved to offer the associate in arts, the associate in science, and the associate in applied science degrees. It has been accredited by the New Jersey State Board of Higher Education and is a candidate for accreditation by the Middle States Association of Colleges and Secondary Schools.

Governance of the college is vested in a board of trustees made up of both religious and lay members. It is affiliated with Catholic University, Washington, D.C.

Alphonsus College was named to honor the founder of the Congregation of Sisters of Saint John the Baptist, Alphonsus Maria Fusco. Mother Bernadette Eggeart, C.F.J.B., was president in 1968-69. Her predecessor was Mother Angel Velardi, C.S.J.B.

Alphonsus College has been concerned with the liberal education of students in the metropolitan area. It is committed to the principle of Christian thought and tradition. It regards as its primary function the systematic introduction of qualified students to assume their distinctive roles in society through intelligent achievement, emotional maturity, and the will to participate.

Alphonsus College offers an associate degree in liberal arts and in science for those who intend to continue at a four-year institution. For those who wish to terminate their formal education after two years, the college offers degrees in professional fields which require only two years of training.

ASSUMPTION COLLEGE FOR SISTERS

Assumption College for Sisters is a two-year non-terminal collegiate institution owned and sponsored by the Society of the Sisters of Christian Charity of New Jersey. It is designed solely for the preparation of young religious for apostolic and professional assignments in elementary and secondary schools and hospitals.

The New Jersey State Board of Education authorized the establishment of Assumption Junior College on the 112-acre site of the Mallinckrodt Convent in Mendham on June 19, 1953. Those who satisfactorily completed the course of study were to be awarded diplomas. On January 6, 1960, accreditation was extended by the state board to include conferring of an associate in arts degree.

In order to identify the purpose of the college better and to lessen confusion with a similarly named college in Massachusetts, the state board on November 2, 1960, approved dropping "Junior" from the title and re-naming the institution, "Assumption College For Sisters."

Assumption College for Sisters has been offering a liberal arts program, oriented toward teacher training, as an integral part of its sister-formation program. Students are ordinarily recruited from high schools staffed by Sisters of Christian Charity. One of these is Immaculata High School, a college preparatory school located also on the Mallinckrodt Convent grounds. Members of other religious communities are also eligible for admission to the college.

Since concentration on religious formation necessitates a curtailed academic load and the consequent extension of the time normally required to attain an AA degree, a graduate of Assumption College for Sisters would have typically spent four years at the institution. The first year is devoted to normal freshman subjects; the second, known as the canonical year, to personal, spiritual formation with emphasis on the liturgical life and the history of the congregation; the third and fourth years, to the completion of the requirements of the freshman and sophomore curriculum.

To meet modern-day, professional standards of preparation, graduates of the Assumption College for Sisters are immediately transferred to a senior college, typically Marillac in St. Louis, Mo., to continue studying for the baccalaureate degree.

Assumption College for Sisters is fully accredited by the Middle States Association of College and Secondary Schools as well as the New Jersey State Board of Higher Education. It is affiliated with the Catholic University of America.

While Assumption Junior College actually began in 1952, its history is linked with what was originally called the Mallinckrodt Novitiate School which opened its doors on September 12, 1927. In 1934 this became known as Immaculata High School.

The control of Assumption College for Sisters is the responsibility of the Provincial Superior of the North American Eastern Province of the Congregation of the Sisters of Christian Charity. For some time Mother M. Augustildt served as president. Her successor was Sister Cecile Lechner, S.C.C.

ENGLEWOOD CLIFFS COLLEGE

Situated atop the Palisades overlooking the Hudson River on a beautiful 12-acre site, Englewood Cliffs College is a privately-funded two-year liberal arts college. It is operated by the Sisters of Saint Joseph of Newark.

In June, 1962, Seton Hall University announced that it could no longer affiliate St. Michael's Novitiate of Englewood Cliffs, New Jersey as it had in the past and offer college-level courses to fledgling members of the congregation there. Undaunted, the Sisters of St. Joseph quickly incorporated Archangel College as a sister-formation college for the novices, postulants and junior professed sisters of the order.

On January 5, 1966, the state board approved the awarding of the associate in arts degree to those who satisfactorily completed the course of study at Archangel College. Nine months later, on September 7, 1966, a change in name to Englewood Cliffs College was approved by the same body.

In September, 1967 lay women were admitted to the college for the first time on a full-time basis. Lay members of the board of trustees were also elected in 1966 and 1967 until the ratio stood at nine lay men and women to six sister-members of the congregation. In 1969 the college became co-educational with the admission of male students on a full-time basis.

Enrollment in the 1968-69 academic year stood at 350, of which 150 were members of the Holy Name Hospital School of Nursing, Teaneck, who typically earned 38 academic credits at Englewood Cliffs in pursuit of the registered-nurse certificate. Approximately 100 full-time students pursued courses in elementary and secondary education, English, history, science, special education and business education.

Sister M. Madeleine Crotty, Ph.D., has been president since the inception of Archangel College.

FELICIAN COLLEGE

The Congregation of the Sisters of St. Felix, popularly known as the Felician Sisters, organized the Immaculate Conception Junior College in 1941 on a 27-acre site in Lodi. It was accredited by the New Jersey State Board of Education on June 24, 1955, for the preliminary training of members of the congregation who normally transferred to Catholic University, Seton Hall or Fordham to complete their undergraduate work.

On February 4, 1964, the state board authorized ICJC to award the degree of associate in arts. The college, somewhat plagued by

wide variations in enrollment because of its dependency on entrants with religious vocations, decided to admit lay women for the September, 1964, term. At about the same time St. Mary's Hospital in Orange decided to replace its three-year nursing preparation program with a two-year associate in arts program. Since the hospital is also operated by the Felician Sisters, it transferred the academic preparation of its nurses-in-training to Immaculate Conception Junior College.

The first class of nursing students was admitted on September, 1965. ICJC was licensed on September 7, 1966, to award the AA degree to those who successfully completed the clinical nursing program. Graduates then had only to pass a state examination to receive certificates as registered nurses.

With three programs underway — liberal arts, nursing and elementary education — ICJC petitioned the state board to expand the liberal arts program to a four-year one. This was granted with authority to offer the baccalaureate degree, on June 7, 1967. At the same time a name-change to Felician College was authorized.

Early presidents of Immaculate Conception Junior College were Mother M. Antoinette and Mother M. Virginette, both Provincial Superiors. Guiding the steps to a modern, viable institution of higher learning in recent years, have been Sister M. Justitia, president, and Sister M. Hiltrude, dean.

The Congregation of the Sisters of St. Felix was founded in 1855 by Sophia Truszkowski, later Mother Mary Angela, a young Polish woman. From its inception the congregation was concerned primarily with the education of youth and the care of the sick and aged.

Felician College itself began as the Immaculate Conception Normal School, with a summer session starting on July 5, 1923. On May 27, 1935 the Normal School was upgraded to a teacher-training college approved by and affiliated to the Catholic University in Washington, D.C.

MARYKNOLL JUNIOR COLLEGE

On April 11, 1947 the New Jersey State Board of Education granted permission to the Fathers of Maryknoll (The Catholic Foreign Missions Society of America, Inc., founded in 1911) to move the Maryknoll Apostolic College of Clark's Summit, Pa., to the campus of the former Newman School in Lakewood. The move had the approbation of the Most Rev. William A. Griffin, DD, bishop of Trenton.

The new institution was named Maryknoll Junior College. The location selected was a 175-acre site carved out of the pine forest which covers the region.

Maryknoll Junior College's sole purpose under its charter was to educate and train young Americans for the missionary priesthood of the Roman Catholic Church. While crowded conditions elsewhere forced the Maryknoll Fathers to keep some of their aspirants at Lakewood in 1949-50 for an additional year, most of the young men transferred after two years work to Maryknoll College in Ossining, N.Y., to complete the junior and senior years and earn a bachelor's degree.

Beginning with a registration in September, 1947 of 131, of whom more than half were World War II veterans under the GI Bill of Rights, enrollment ranged from a high of 212 in 1948-49 (45 GI's) to a low of 66 in 1952-53. The closing roll in June, 1954, included 67, none of whom was receiving federal financial assistance as a war veteran.

When Korean Conflict war priorities ceased to interfere with civilian activities, the Maryknoll Fathers opted to build a four-year college for its aspirants at Glen Ellyn, Ill. When this was completed the junior college at Lakewood became unneeded. Falling enrollment plus pressure from the state department to upgrade faculty to the master's degree level triggered the decision to close the facility on June 11, 1954.

While the Most Rev. Raymond A. Lane, DD, MM, superior general of the Order, was titular head of Maryknoll College, two served as Rectors over the seven-year span. First was the Very Rev. Joseph W. Connors, MM (1947-50). The other was Very Rev. Joseph P. Meany (1950-54).

On April 25, 1956, the board of trustees noted that the meeting of that date would be its last inasmuch as the property and other assets of the corporation were to be sold to the Congregation of Christian Brothers of Ireland located at Iona College, New Rochelle, N.Y., who planned to open St. Gabriel's College on the Lakewood grounds the following fall.

MOTHER OF THE SAVIOR SEMINARY

The Mother of the Savior Seminary operated as a two-year college in Blackwood for an eight-year period beginning in September, 1953. It was under the supervision of the Salvatorian Fathers, known more formally as the Society of the Divine Savior.

The Mother of the Savior Seminary opened in 1947 as a minor seminary with high-school level courses for boys studying for the

Roman Catholic priesthood. It expanded to a two-year college in 1953 when many seminaries were adopting a 6-6 plan.*

In 1961 the Salvatorian Fathers decided to consolidate the staffs from several of their junior colleges and embrace a 4-4-4 plan of preparation for the priesthood. This meant four years of high school, four years of college and four years of post-graduate work in theology. The two-year program at Blackwood then became outmoded and was closed down. The seminary as a private four-year high school continued for another six years and was then sold to Camden County College, a victim of falling enrollment and a need for the sponsoring society to retrench in the face of serious financial problems.

The MOTS Seminary was first affiliated with the Catholic University in Washington, D.C., and later accredited by the New Jersey State Board of Education. Authority to present diplomas, but not degrees, to those successfully completing the approved courses of study was implicit in state board approval.

Rectors (or chief executive officers) during the Mother of the Savior Seminary's junior college days were Very Reverend Dennis Cooney SDS (1953-56) and Very Reverend Frederick Dorn SDS (1956-61).

The junior college terminated as such on June 30, 1961. The seminary itself closed down on June 3, 1967.

MOUNT SAINT MARY COLLEGE

Mount Saint Mary College, founded by the Sisters of Mercy of the Trenton diocese and located in the Watchung Mountains of North Plainfield, has been in existence since 1905. However, from 1924 to 1964 it was an "extension" of Georgian Court College, Lakewood, New Jersey. On May 5, 1965, the New Jersey State Board of Education licensed Mount Saint Mary College again as a corporate entity, approved its two-year curriculum, and authorized it to grant the associate in arts degree. In spring, 1970, Mount Saint Mary again voluntarily surrendered its junior college license, transferring its students to Georgian Court College.

Mount Saint Mary College admitted its first students in 1908 with the approbation and encouragement of the Most Reverend James A. McFaul, Bishop of Trenton. The growth of the college by 1924 made it imperative that larger quarters be obtained. The George Gould Estate located in Lakewood was purchased and the main functions of the college moved there.

*Four years of high school and two years of college at one institution followed by the last two college years and four years of theology at a major seminary.

Members of the Congregation of the Sisters of Mercy preparing to teach in the elementary and secondary schools of the dioceses of Trenton and Camden continued to receive part of their education in what came to be known as the extension of Georgian Court College operating in North Plainfield.

With the inception of the nationwide program of sister-formation and the decision of the congregation to have its young members complete their professional preparation before engaging in the external works of the community, the initial stage of the educational program for the young sisters quite naturally took on the pattern of two years of general education. Operating under the aegis of Georgian Court College, young women admitted to the Congregation of the Sisters of Mercy completed the work of the lower college at North Plainfield and for the final two years transferred to the Lakewood campus.

With difficulties arising from the physical separation of the extension from the mother college, steps were taken in 1964 to reactivate the original charter of Mount Saint Mary College. At the same time, in recognition of the need for higher education opportunities in the state and with no other junior college under Roman Catholic auspices in the densely populated Union County area, it was decided to accept lay women as full-time, undergraduate, commuting students as well as to continue to enroll candidates for the sisterhood.

Approximately 60 full-time students attended Mount Saint Mary College annually in the late 1960's. A majority of the students had teaching as their professional goal. When enrollment failed to meet rising costs resulting from inflation and employment of lay faculty, the congregation decided to terminate the two-year program.

Mother M. Giovanni was president of Mount Saint Mary College from 1964-1970.

ST. GABRIEL'S COLLEGE

On November 7, 1956, the New Jersey State Board of Education licensed the establishment of a junior college by the Congregation of Christian Brothers for the sole purpose of training scholastics of the American Province of the Congregation of Christian Brothers of Ireland. An institutional branch of Iona College of New Rochelle, New York, St. Gabriel's Junior College was located on the former campus of Maryknoll Junior College at Lakewood. On December 6, 1961 the state board approved a name-change to St. Gabriel's College. From 1956-61 students at St. Gabriel's Junior College pursued a two-year curriculum. Students enrolled after the

term "junior" was dropped took on full year's work, preceded and followed by a summer session of college studies. All who successfully completed St. Gabriel's requirements were transferred to Iona College where they worked toward BA degrees.

The property owned by St. Gabriel's College consisted of approximately 165-acres of pine lands with several main buildings, a lake, athletic fields, tennis courts and handball courts.

From its opening in 1956 through August 1968, St. Gabriel's total enrollment was approximately 780 students or an average of 65 students per year. Brother Martin P. Burns served as dean from 1956 to 1960 and again from 1966 to 1968. Brother David A. Villecco was dean from 1960-66.

After the summer session of 1968, the board of trustees decided to close St. Gabriel's College and to have aspirants to the Congregation of Christian Brothers for the immediate future attend regular classes at Iona College. A drop in the number of aspirants to the order was the primary cause of the closing.

ST. JOSEPH'S COLLEGE

St. Joseph's College was the minor seminary of the Congregation of the Mission of Saint Vincent de Paul whose members are known as Vincentians. It was located in Princeton, New Jersey, on a beautiful campus overlooking Carnegie Lake.

St. Joseph's College offered a two-year curriculum with the sole purpose of preparing young men for the priesthood according to the moral and classical tradition of the Roman Catholic Church. Originally a four-year college with authority to issue bachelor's and master's degrees, St. Joseph's College was authorized on February 6, 1953, by the New Jersey State Board of Education to deactivate the higher degrees and to begin a two-year curriculum leading to an associate in arts degree. It was fully accredited by the Middle States Association of Colleges and Secondary Schools and affiliated with the Catholic University of America, Washington, D.C.

St. Joseph's College reverted to preparatory school work in 1970. This will make the preparation of future Vincentians a 4-4 program (four years of high school and four years of college) rather than 6-4 (two years of junior college added to four years of high-school training).

After finishing high school or preparatory school, candidates for the Congregation of the Mission will attend Niagara University, Buffalo, N.Y.

The Congregation of the Mission of Saint Vincent de Paul was founded by Saint Vincent de Paul in 1625 dedicated to the salvation of the poor, to giving missions and retreats, and to conducting

seminaries and colleges. St. Joseph's College was incorporated under the laws of New Jersey on April 1, 1913, "to conduct a school and institution of learning near Princeton for the purpose of educating young men for the priesthood of the Catholic Church." Annually 35-40 young men were enrolled for the junior college phase of their religious training.

Presidents of record since the establishment of the junior college have been,

Very Rev. Daniel Munday
Very Rev. Joseph G. Dunne
Very Rev. Vincent T. Swords
Very Rev. Joseph P. Marron.

Management of St. Joseph's College was in the hands of a dean, however. At the demise of the college unit, this was Rev. John W. Newman, C.M., M.A.

SALESIAN COLLEGE

Salesian College, located on a hilltop site in North Haledon, New Jersey, is a two-year institution designed primarily to offer religious, intellectual, social and professional education to the Salesian Sisters in the United States. Established in September, 1948, it was accredited by the New Jersey State Board of Education on April 5, 1967, to offer a two-year curriculum. On April 19, 1968, the state board of higher education authorized the conferring of the associate in arts degree.

Salesian College received its name from the founder of the Congregation, Saint John Bosco, whose followers, called Salesians, were primarily concerned with disadvantaged youth. Salesian College was established for the education of members of the congregation in order to prepare them for teaching and administrative positions in the field of Roman Catholic education.

The courses given at Salesian are the general transfer type paralleling those given at four-year colleges in the freshman and sophomore years. Most students, upon successful completion of the studies at Salesian College, transfer to other colleges in pursuit of higher degrees.

A unique objective of Salesian College is to promote an understanding and application of Salesian spirituality and pedagogy as found in the Preventive System in dealing with youth, particularly the disadvantaged youth of our society.

In addition to being accredited by the New Jersey State Board of Higher Education, Salesian College is affiliated with the Catholic University of America. Very Reverend Mother Ida Grasso, Provincial Superior, was president of Salesian College during its developing years.

TOMBROCK COLLEGE

The Missionary Sisters of the Immaculate Conception organized a junior college in 1956 to educate members of the religious congregation. The institution was located on the 50-acre mountain-top site of the Motherhouse of the Missionary Sisters' American Province on Rifle Camp Road in West Paterson.

It was chartered by the New Jersey State Board of Education on June 4, 1958 and granted authority to issue diplomas on June 5, 1959. The right to award the associate in arts degree was conferred by the state board on June 22, 1960.

Late in 1961 the Missionary Sisters decided to rename their college Tombrock College. Previously it had been called Tombrock Junior College. The name "Tombrock" memorializes the foundress of the congregation, Mother Immaculata of Jesus, the former Elizabeth Tombrock. The state board concurred in the dropping of "Junior" on February 7, 1962.

In September, 1965, lay women were enrolled for the first time with two curricula for them and the sisters — one a liberal arts transfer program and the other a general terminal program. In 1968 the state board of higher education approved a secretarial science curriculum leading to an associate in applied sciences degree and the establishment of an Evening Division. The Evening Division was opened to men with the first enrollment of 100 including approximately 10 percent males.

A two-year private, church-related college, Tombrock has dedicated itself to community service. It has a modified open-door policy deliberately choosing to provide higher education for average and below-average students. Girls who do not meet the standard college-admission requirements are admitted if they give evidence of ability to pursue college work.

An example of an imaginative curriculum change designed to implement Tombrock College policy was the development of a "New Careers" program in 1968-69. This involved matriculating 50 part-time day students who would work three days a week as teacher assistants in Paterson's inner-city schools and carry a full load of classes on campus the other two.

Presidents of Tombrock College have included Mother M. Candida Hilge and James J. Gallagher, the latter assuming office in mid-1968.

WALSH COLLEGE

Walsh College is a two-year college for the preparation of members of the Pontifical Institute of Religious Teachers Filippini. It was organized to provide the general and professional education essential for teachers in the Roman Catholic Schools of the United States.

It is located on the former Gillespie Estate on Western Avenue in Morris Township about two miles beyond the corporate limits of Morristown. It encompasses 131-acres of beautifully landscaped grounds adorned with many trees imported from Germany by the original owner, and includes the stately colonial mansion with its original fireplaces and chandeliers.

After 20 years as the Villa Victoria Normal School, accreditation as a junior college was granted on June 4, 1948, by the New Jersey State Board of Education. It was re-named at the time Villa Walsh Junior College.

The original accreditation permitted VWJC to issue certificates of graduation only, not degrees. The College of St. Elizabeth at Convent Station, a few miles away in Morris Township, considerably agreed to accept for transfer with full credit any sister who completed courses at Villa Walsh Junior College equivalent to courses offered at St. Elizabeth's for elementary teachers.

On June 26, 1957, the state board of education approved a name-change to Villa Walsh College. On January 6, 1960, authorization was given by the same board to confer the associate in arts degree.

The Pontifical Institute of the Religious Teachers Filippini was founded in Italy in 1692 to promote Christian Education of youth. In 1910 five sisters were called to America to undertake such work among the Italian immigrants and their descendants in the parochial schools of Trenton.

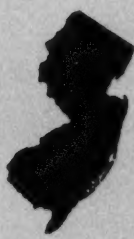
In 1920 the Most Reverend Thomas J. Walsh, Bishop of Newark, purchased Villa Victoria just outside Trenton. Here in 1928 the Villa Victoria Normal School was founded to equip each teacher with "a profound knowledge of religion, a state teaching certificate, a practical knowledge of the Italian language, the Bel Canto method of music, and the domestic arts."

In 1930 the Motherhouse and the Normal School were moved to Morristown. The estate occupied was re-named Villa Lucia after the foundress of the order Lucia Filippini. Successive changes to Villa Walsh Junior College, Villa Walsh College and Walsh College (in 1970) followed.

Walsh College normally has about 100 students enrolled, 30 of them full time. Students are restricted to those preparing to serve in the Religious Order of Teachers Filippini except in the music and art curricula which are open to lay women of the area.

Provincials of the order serve as presidents of Walsh College. Since reaching collegiate status, these have included: Mother Ninetta Ionata, M.P.F.; Mother Carolina Jonata, M.P.F.; and Sister Margherita Marchione, M.P.F.

Walsh College is affiliated with the Catholic University of America, Washington, D.C., and the College of St. Elizabeth.



*I am only one,
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything
I will not refuse to do the something
that I can do.*

— Edward Everett Hale

Chapter 9

The Church-Oriented Two-Year College

In addition to the colleges mentioned in the preceding chapter which were organized to provide priests and nuns for direct service to the Roman Catholic Church, several additional two-year colleges were started in New Jersey over the years with a philosophy conditioned by the religious principles espoused by the supporting denomination. These colleges were not designed to prepare candidates for a ministry *per se*, but rather to provide college opportunities for young people desirous of obtaining higher education in a Christian atmosphere.

Four of these at one time or another offered two-year curricula and were granted the privilege of awarding associate in arts degrees. A fifth, technically classified in its early history as a two-year college, never offered less than a three-year course of study and within a year or two of its founding expanded to a four-year program leading to a baccalaureate degree.

Those with programs terminating in an associate degree included Alma White College, Caldwell College, Centenary College for Women and Luther College of the Bible and Liberal Arts. The fifth, with only technical credentials for two-year college status, was Northeastern Collegiate Bible Institute.

Centenary College for Women, recognized by many as the most prestigious, and believed by some to be the oldest two-year private college in the state, can claim only second place for continuous operation as a junior college within the Garden State having begun

such a program in 1929. Seven years before, records show, Rider College began offering junior college courses leading to an associate degree and still does.

Luther College began as a bible institute in 1948. While it raised its status shortly after founding to a *collegiate* bible institute with an approved two-year program, it wasn't until 1968 that it was authorized to confer the associate in arts degree.

The future of the church-oriented two-year college is clouded. It is unlikely that new ones will appear in any quantity for two reasons. First, many of our youth seem to find church-oriented institutions less relevant to their time than did students of yesteryear. If they do choose to attend one they will probably opt for an institution offering bachelor's and higher degrees without the necessity of transfer. Second, the large county colleges with their wide curricular offerings and lower tuition will likely lure many potential enrollees of church-sponsored junior colleges to their portals.

The church-oriented colleges now in operation appear to be content and satisfied, however, with the job they are doing. They seem to feel they will never desire to grow large. Some unabashedly eschew all but modest expansion. They appear to capitalize on wholesome interpersonal relations between faculty and students often bragging that "here everyone knows everybody else." To the young person who feels threatened that he will be nothing but an IBM card at a large college or university, the small, intimate, church-oriented two-year college may still be the answer. He will have to hurry however, since available "seats" are few and far between.

ALMA WHITE COLLEGE

Alma White College was founded in 1921 to provide opportunities in the field of higher education for the youth of the Pillar of Fire Church and the general public. Today it is an interdenominational, coeducational college of the liberal arts.

Alma White College is located in Zarephath near Bound Brook and the Plainfields. Its beautiful campus is part of 1,000 acres belonging to the college and lying between the Millstone River and the Delaware-Raritan Canal in Somerset County.

The New Jersey Board of Education granted Alma White College authority to confer bachelor degrees on completion of four-years of collegiate studies in 1921. In 1968 this was extended to include a two-year associate in educational arts degree for those

interested in becoming teacher aides. The latter privilege was voluntarily dropped by AWC officials in the spring of 1970.

The teaching associate program at Alma White College provided two-year paraprofessional training and experience for those desiring to work in the field of education at a non-professional level. It was designed to prepare the associate to assist the certified professional teacher or educator in non-teaching duties of a varied nature. Courses in the program were applicable to the regular four-year teacher preparation program. Lack of interest in the program was the main reason for dropping the experiment.

CALDWELL COLLEGE

Caldwell College for Women was established by the Sisters of St. Dominic in 1939 in western Essex County in the town of Caldwell. It was designed to meet the needs of both the church and the community for Roman Catholic leaders in the diversity of roles available to women. It received permission to drop the phrase "for women" in 1970, becoming simply "Caldwell College."

In 1953, to increase enrollment and to provide a program for students not wishing to pursue a four-year course, Caldwell College for Women was authorized by the New Jersey State Board of Education to offer a two-year program in secretarial science. This was designed for girls wishing to qualify for responsible positions as executive secretaries.

Successful completion of the curriculum called for receipt of the associate in arts degree. All but a few of the two-year students enrolled in the program terminated their higher education careers at this point. A small percentage "stayed on" at Caldwell in quest of a bachelor's degree. About the same number transferred to other senior colleges. Enrollment in the program averaged from four to 17 students a year.

The two-year curriculum was concluded in 1967. Presidents of CCW during the period when the two-year program was offered were Mother M. Joseph and Sister M. Marguerite.

CENTENARY COLLEGE FOR WOMEN

No one can ever accuse Centenary College of not being willing to change with the times. Over 100 years have passed since the New Jersey Assembly authorized the Newark Annual Conference (of the Methodist Church) "... to found an institution in the State whose object shall be the promotion of learning." True to this broad charter Centenary has gone through such stages as a ladies' college, a select

preparatory school for young women, a co-educational collegiate institute and a junior college for women.

During that period of time it bore various names. Originally the Centenary Collegiate Institute, it became the Centenary Junior College for Women, later shortened the title to Centenary Junior College and finally became Centenary College for Women to allow for programs longer than two years duration when necessary and desirable. The one word common to all titles, "Centenary," reflects the fact that American Methodism was 100 years old the year the new institution was authorized.

Before Centenary opened its doors in Hackettstown with 183 students in 1874, it was courted by eager municipalities, such as Newark, Paterson, Madison, and Morristown, desirous of having a college in their midst. The citizens of Hackettstown got the bid when they "... pledged themselves to furnish ten acres of land and ten thousand dollars in cash." Ironically the site finally purchased there was owned by a Morristown man, Judge Stephen Vail whose son Alfred and one Samuel F. B. Morse co-invented the electro-magnetic telegraph at "Speedwell" in Morristown.

With the exception of a short period around the turn of the century when a disastrous fire burned the main building to the ground, Centenary has an unbroken record of more than 100 years of significant educational progress.

The women's college of its earliest days, offering Mistress of Liberal Arts and Mistress of English Literature degrees, continued for 23 years; the co-educational preparatory program also begun in 1874, was offered until 1910. From 1910 to 1929 Centenary flourished as a select preparatory school for girls.*

Finally in 1929 Centenary Junior College for Women was added to the Centenary Collegiate Institute's offerings. Its development was spectacular. So much so that in 1940 all preparatory work was discontinued and the name changed to Centenary Junior College.

The emphasis continues on two-year programs leading to the associate in arts degree authorized by the New Jersey state board of education on June 5, 1952. Nonetheless in 1959 Centenary expanded its course for medical laboratory technologists to a four-year program leading to a baccalaureate degree.

*But interest in higher education for women never ceased. From time to time courses of collegiate grade were offered to women students of advanced standing. These required no state approval under a New Jersey law which exempted colleges founded prior to March 17, 1891, from state board regulations.

Presidents of Centenary have included,

1. Dr. George H. Whitney	1869-95
2. Dr. Wilbert P. Ferguson	1895-1900
3. Dr. Charles Wesley McCormack	1900-02
4. Dr. Eugene Allen Noble	1902-08
5. Dr. Jonathan Magie Meeker	1908-17
6. Dr. Robert Johns Trevorrow	1917-43*
7. Dr. Hurst Robins Anderson	1943-48*
8. Dr. Edward W. Seay	1948- *

*Presidents during the Centenary Junior College period 1929-56

LUTHER COLLEGE OF THE BIBLE AND LIBERAL ARTS

Although Luther College of the Bible and Liberal Arts traces its history to the year 1919 when the first Lutheran Bible Institute was organized in St. Paul, Minnesota, its roots technically go back to 1948 when a Lutheran Bible Institute, co-educational in nature, was founded in the Gustavus Adolphus Lutheran Church in New York City.

Dissatisfied with its limited quarters, LBI in 1951 purchased three acres of land owned and used by Bergen Junior College at Seven South Pomander Way in Teaneck. No change was made in its status however, as a member of the Lutheran Bible Institute of America with affiliates in Minneapolis, Seattle and Los Angeles.

On May 1, 1963, the New Jersey State Board of Education formally accredited LBI as a collegiate institution and approved a change in name to Luther Collegiate Bible Institute with the right to offer a two-year college program leading to a diploma.

The name of the institution was again changed on January 4, 1967, by the state board, this time to Luther College of the Bible and Liberal Arts. Approval to offer an associate in religious arts degree was granted on April 19, 1968.

When LBI moved to Teaneck in 1951 some 31 students were enrolled full-time. By 1968-69 enrollment had grown to 93 full-time students plus several attending on a part-time basis.

Luther College does not prepare its students to become ministers in the formal sense of the word. It is not supported by any Lutheran church or synod as such although all members of its Board of Regents are affiliated with congregations of the three major Lutheran Churches of the United States. Between 60 and 70 percent of its graduates go on to church-related colleges of Lutheran persuasion such as Wagner and Gustavus Adolphus College.

The programs of study offered are such that while pursuing normal collegiate courses in English, history, mathematics, science, *et al.*, the student also spends considerable time in the study of the Scriptures. While most of the students selected for admission have

been capable high-school scholars, Luther College admits each year a limited number from the lower ranks of their high-school graduating classes on academic probation. Such students take a reduced program until they demonstrate their ability to carry a full-course load.

In its early days the chief executive officer of the institution bore the title of "dean." In 1961 the title was changed to president. Rev. C. O. Greinlund and Rev. J. Philip Worthington served as dean. Rev. Worthington became president in 1961.

NORTHEASTERN COLLEGIATE BIBLE INSTITUTE

Founded as the Northeastern Bible Institute in 1950 in the modest surroundings of the Brookdale Baptist Church in Bloomfield, this fundamental bible school changed its name to the Northeastern Collegiate Bible Institute in 1962. In May of that year the state board of education approved NCBI to offer a two-year college program leading to a diploma.

The approval was a technical one since NCBI was already offering a three-year curriculum on the way to a four-year program leading to a bachelor's degree in religious education and sacred music. The state board officially approved the BRE and BSM curricula on April 3, 1963.

Northeastern believes that there is a vital place within the sphere of influence of Christian education for what is known as the "Bible Institute." The chief emphasis of such a specialized college is to acquaint its students with the content, meaning, interpretation and theology of the English Bible.

The Bible Institute, Northeastern holds, provides a specialized curriculum for the student desiring to enter into the ministry whether that ministry be in the pulpit, the mission field, in sacred music, or Christian education.

Northeastern moved to its permanent campus in Essex Fells in 1952. Its objective remains, "...to educate young people for professional (full-time) Christian service"

Dr. Charles W. Andersen has been president of NCBI since its inception.

Chapter 10

The Independent College

Some non-public colleges, of course, begin operations without ties to religious organizations of any kind. They are supported totally by the tuition they can command, plus the gifts and endowments they receive from supportive individuals, business, and industry.

Nine such independent colleges started out in New Jersey either as two-year colleges or as four-year colleges with approved two-year courses. They included Bergen Junior College, Edward Williams College, Fairleigh Dickinson Junior College, Highland Manor Junior College, Rider College, the College of South Jersey, the College of Paterson, John Marshall Junior College and Walt Whitman Junior College.

Three of them were inter-connected. Bergen Junior College and Fairleigh Dickinson Junior College merged in 1953 to become the genesis of Fairleigh Dickinson University. In 1964 FDU in turn created Edward Williams College as a somewhat autonomous two-year liberal arts college in the role of a small, innovative, experimental institution.

Rider College's two-year curricula just seemed to evolve in the century-old history of that institution. Beginning as a business school, Rider College and its corporate predecessors spent over 50 years offering little more than advanced high-school level vocational courses in business administration and allied fields. In 1922, however, Rider College was formally authorized to offer two-year collegiate-grade curricula leading to bachelor of accounting and

bachelor of commercial science degrees. In 1955 these were converted to the more modern associate in arts degree with the "bachelor degree" terminology being reserved for those successfully completing courses four years in length.

Two of the junior colleges operating in the late 20's, namely the College of South Jersey and the John Marshall Junior College, were organized to fulfill a need for feeder colleges to existing law schools in the state.

South Jerseyans had to go into Philadelphia, or even to central and northern Jersey, prior to 1928 to find a general-purpose college offering the necessary freshman and sophomore courses. Colleges such as Trenton State Teachers' College and Glassboro State Teachers' College were, as their names imply, single-purpose institutions geared to teacher-preparation. As such they were of little use to a young man or woman from southern New Jersey interested in qualifying for admission to the South Jersey Law School. A new college was needed and promptly created — the College of South Jersey.

Problems were not dissimilar in the northeastern part of the state just before the 30's either. There, too, cost factors plus the travel-time necessary to commute to New York City institutions developed a market for a two-year liberal arts college in Jersey City which would meet the prerequisites of the John Marshall Law School. When no one else jumped to fill the gap JMLS went ahead on its own, opening the John Marshall Junior College.

Highland Manor Junior College operated for several years as an exclusive girls' school. It was never officially recognized, however, by the state board of education. Thus unable to guarantee that academic credit for successfully completing its course was transferable, Highland Manor suffered from falling enrollment and finally, in 1956, merged with Monmouth Junior College, one of the original emergency junior colleges.

Other colleges classified elsewhere for special reasons deserve to be mentioned among the "independents." Monmouth Junior College and Union Junior College started out as federally-supported "Emergency Junior Colleges." The former became the anchor for the bold educational enterprises of Monmouth College as its "Junior Division." The latter survived serious problems as an unfettered institution in the 1940's and moved to quasi-public status in the mid-1960's when the state legislature passed enabling legislation creating higher education authorities with the implicit right to purchase services from non-public colleges and universities.

Two others must be listed as "so-called junior colleges" because their origin and purposes are somewhat clouded. Walt Whitman Junior College was for most, if not all, of its life a school of business. It is possible that it may have broadened its scope for a short while in order to seek enrollees eligible for federal assistance under the GI Bill of Rights.

The College of Paterson operated in the Silk City for a short while as a private institution in the hope of convincing city or Passaic County officials of the need for a liberal arts college in the area. If not exclusively a junior college it apparently concentrated its efforts in that area since it is recorded as being a corporate member of the New Jersey Junior College Association.

Finally one other "college" is worthy of mention here even though it never got beyond the paper stage and, in actuality, "never got off the ground." In June, 1965, Morris Fuchs, vice president of the 500,000 member New Jersey AFL/CIO, and later a member of the New Jersey State Board of Higher Education, announced that his organization planned to sponsor and operate a two-year college.

According to newspaper accounts the AFL/CIO Junior College would have had an initial enrollment of 250-300 and an expected maximum of 1,000 students. It would have been located "where the study we're making now shows such a college is most needed." It would have been designed "particularly for young people from low-income families but there would be no restrictions on the admission policies."

The curriculum would have been typical of other junior colleges with just one compulsory feature — a course in labor history.

BERGEN JUNIOR COLLEGE

With little or no fanfare and with 40 students enrolled, the Junior College of Bergen County began operating on September 7, 1933. Despite predictions to the contrary it continued to operate in vigorous fashion with enrollments that exceeded 1,400 students at times, until it merged with Fairleigh Dickinson College in November, 1953.

Founded and organized by Charles L. Littell, Ed. D., the Junior College of Bergen County began in the classrooms of the Bergen YMCA in Hackensack. After two years there Bergen County Junior College, as it was sometimes called, moved to a large house in Hackensack. In 1936 it re-moved to 1000 River Road, Teaneck, the former estate of Horticulturist Peter Henderson, known locally as "the seed man."

The New Jersey State Board of Education licensed the Junior College of Bergen County on December 7, 1935. It approved the use of student records for transfer purposes and the awarding of qualifying certificates to those students above the 25th percentile. Neither at this point nor at any subsequent time was the Junior College of Bergen County granted power to issue any degrees. On July 19, 1938, the state board approved an official change-of-name to Bergen Junior College.

Depression-plagued students flocked to BJC's doors. Its enrollment peaked in the late 30's and early 40's growing large enough that even a football team could be supported in its broad student activities program.

The 15-acre Willowbrook Estate in Teaneck was expanded to 37-acres and 40 buildings during Bergen Junior's heyday. Its perceptive administrators took advantage of war surplus materials, purchasing among other things the gymnasium used at Camp Shanks, New York, carefully moving it piece by piece to the Teaneck tract.

Although it survived World War II in fairly good shape, the Korean Conflict in 1950 and the rise of Fairleigh Dickinson Junior College as an educational mecca for local students took a heavy toll of Bergen Junior College's potential student body. So in 1953 it was no surprise to many that BJC officials reached agreement with Fairleigh Dickinson to merge the two operations with FDU agreeing to keep both campuses open.

Dr. Peter Sammartino, president of FDU, was named president of the merged campuses and Dr. Walter D. Herd, the president of Bergen Junior, provost. The provisions of the merger were formally approved by the state board on January 20, 1954.

EDWARD WILLIAMS COLLEGE

Edward Williams College is an independent, self-governing, two-year liberal arts college affiliated with Fairleigh Dickinson University. It is located in University Park, Hackensack.

Edward Williams College is cast in the mold of a small, innovative, experimental college. The 17 instructors do not hold rank but are designated "Associates of Edward Williams College." There is no departmental organization. The students are grouped into units of 100 and work with five faculty members full time.

By philosophy Edward Williams College is aimed at the "late bloomers" — those who did poorly in high school but in the opinion of those qualified to judge have the potential to pursue successfully higher education. Those who complete the course of study are guaranteed admission to any branch of FDU at the junior-year level.

Most follow this route to the bachelor's degree. Some transfer to other four-year colleges. A sizable proportion go on to graduate school.

Naming the college to honor Edward T. T. Williams, long-time chairman of Fairleigh Dickinson's board of trustees, Dr. Peter Sammartino, then FDU president, decreed that EWC was designed for late developers and those among our youth who never buckled down. He promised that the broad objectives of the institution would include concentration on the extended use of books and other reading materials; improvement in one's facility to write coherently; and development of the ability to discuss current matters intelligently.

Since its establishment in 1964, Edward Williams College has accorded the title of "dean" to its executive officer. The late Dr. Waldo Kindig was the first dean. Dr. Raymond C. Lewin succeeded him.

FAIRLEIGH DICKINSON JUNIOR COLLEGE

If any college has flourished despite an ill-starred beginning it has been Fairleigh Dickinson. Named after the founder of a surgical instrument company and its earliest benefactor, Fairleigh Dickinson Junior College was the brainchild of Dr. Peter Sammartino, a young, energetic college professor from New York City. It was voted into existence by 16 New Jersey high-school principals from Bergen, Hudson, Passaic and Essex counties at a meeting held on December 3, 1941. Four days later the infamous attack on Pearl Harbor occurred and normality, including the right of young men and women to go to college if they could afford to, went out for the duration.

But Dr. Sammartino and his Board of Educational Directors were not about to give up. Buoyed by a matching gift of \$25,000 from Fairleigh Dickinson, (the entrepreneur mentioned above), the founders bought a "castle" built in 1886 in Rutherford, refurbished to the point of usability, and actually began classes in July, 1942, to enable a group of young enlisted men to acquire pre-induction training in military aviation.

Formal dedication of Fairleigh Dickinson Junior College took place at the official "opening" on September 12, 1942, and on September 16 the first full-time day and evening classes began. The enrollment consisted of 59 women and one man. Assets included one large building, eight teachers, five tennis courts and \$60,000 in cash.

From there on it was a struggle but things were looking up. Enrollment reached 210 students, 98 of them full-time from six

states, by 1947. In 1946 the New Jersey State Board of Education licensed Fairleigh Dickinson as a junior college and approved the conferral of associate in arts degrees.

The curriculum steadily broadened. Early terminal courses were offered in such areas as merchandising, accounting, business administration, secretarial science, medical technology and journalism. A course in hotel and restaurant management and another in textiles were added as soon as there was sufficient demand for post-high school training of this type.

From 1942 until 1948 Fairleigh Dickinson was solely a two-year institution. In 1948, however, permission was received to offer some four-year courses and Fairleigh Dickinson was on the way to eventual university status. It had been accredited in the meantime by the Middle States Association of Colleges and Secondary Schools.

In 1953 it absorbed the once prosperous Bergen County Junior College thereby opening a second campus in Teaneck.*

While Fairleigh Dickinson Junior College disappeared as such, FDU continued to offer two-year terminal courses and to award the AA degree in certain areas. Such courses included: dental hygiene, nursing, chemical technology, electronic technology, management technology, and executive secretarial.

Peter Sammartino was the one and only president of Fairleigh Dickinson Junior College. He moved on to become president, and later chancellor, of Fairleigh Dickinson University.

By the mid-1960's FDU had an endowment of \$11 million and 63 buildings valued at \$50 million. Among its holdings was the two-year liberal arts college called Edward Williams College.

HIGHLAND MANOR JUNIOR COLLEGE

Highland Manor was a girls' school located in Tarrytown, New York. In 1942 it moved to West Long Branch where it negotiated a lease-purchase contract with the Borough of West Long Branch for the occupancy and expected purchase of "Shadow Lawn."**

The New Jersey State Board of Education licensed Highland Manor, which was owned and operated by Mr. and Mrs. Eugene H. Lehman, to operate a nursery school as well as the elementary and secondary grades. Several years later Highland Manor added a junior college division. At times as many as 100 girls were enrolled in junior college curricula. It never did receive accreditation from the state board, however.

*A third was to follow a few years later in Madison, and a fourth at Wroxton, England.

**Shadow Lawn was the Summer White House when Woodrow Wilson was president of the United States. It was taken over by West Long Branch for non-payment of property taxes levied against it during the Depression of the 1930's.

A memo from Leo W. Jenkins to his superior Dr. Robert H. Morrison, assistant commissioner for higher education in the state department of education, dated February 14, 1947, indicates that considerable effort was made by state officials to assist Highland Manor Junior College to reach state standards and earn thereby accreditation. The evaluator found buildings and equipment adequate for the number of students enrolled. He listed the curricula offered as being liberal arts, business administration, social services, fine and applied arts, home economics and kindergarten training. Total enrollment in the junior college at the time of the evaluation was 61 students.

In 1955 delinquent in payments to the Borough and with enrollment falling sharply, Highland Manor negotiated with Monmouth Junior College to take over the purchase contract with West Long Branch. This was done and Monmouth Junior College moved to Shadow Lawn in the fall of 1956.

The two institutions did not merge in a technical sense. Monmouth Junior College merely agreed to assume the financial burden of the lease-purchase agreement and thereby became the rightful possessor of Shadow Lawn. Part of the price it paid was an arrangement whereby Mr. Lehman served as president of Monmouth Junior College for one year and then assumed the title of president-emeritus for life.

Highland Manor moved its other divisions to the Kingsley Arms Hotel in Asbury Park where it was phased out of existence in 1957.

JOHN MARSHALL JUNIOR COLLEGE

John Marshall Junior College was founded in 1928 as a "city college" accessible by public transportation to students throughout northeast New Jersey and the metropolitan area. It was established as a coeducational, non-profit institution at Journal Square, Jersey City.

It was created primarily to qualify students for admission to the John Marshall College of Law, which was in existence in Jersey City for many years. John Marshall College was dissolved in 1950. Seton Hall University School of Law in Newark became custodian and depository of its records.

Curricula in business administration and secretarial science were offered by John Marshall Junior College in addition to pre-law in the two-year division. It appealed for students in brochures and booklets on these grounds,

Here the student lives at home (or in apartment hotels in the neighborhood). He may earn his way, attending evenings, afternoons, or mornings. Small classes, personalized instruction, specialist

faculties. Wide activities, speech clinic, mock trials, dramatics, outstanding sports records, debating.

Alexander F. Ormsby was dean of the John Marshall Junior College for a number of years.

COLLEGE OF PATERSON

The College of Paterson was organized as a junior college. It was located in the Silk City, operating first on Broadway and later from a large residence on Fourteenth Avenue.

Proprietary in nature, it was taken over after a year of operation in the mid-1930's by Dr. Herbert Spencer Robinson who presided over the institution until its demise some ten years later. The motivation of Dr. Robinson, and possibly its earlier owners, was apparently to demonstrate that there was sufficient interest in higher education in the Paterson area to warrant the founding of a permanent liberal arts college within, or near, the city.

Most College of Paterson classes were held in the evening. They were strictly the transfer type. Enrollment was meager. No diplomas or degrees were issued. The college was not approved by the state board of education nor was it ever accredited by a recognized agency.

RIDER COLLEGE

Rider College is a coeducational, private, non-sectarian college operating under a board of trustees. It is located on a 250-acre campus in Lawrence Township just three miles north of Trenton, its home for many years.

Rider College has had four schools within its complex in recent years including, the Evening School, the School of Liberal Arts and Sciences, the School of Business Administration and the School of Education. Two-year courses leading to the associate in arts degree have been offered by the Evening School and the School of Business Administration since March, 1955.

The Evening School is as old as the college itself going back in its origin to 1865. One of the earliest educational institutions in the nation, it was known at its start in the gas-light era as "The Trenton Business College," with the cognominal title "The Capital City Commercial College." It was opened to provide commercial training for returning veterans of the Civil War. The first women were not admitted until the turn of the century.

The incorporation papers of the institution were amended on several occasions to include successive name-changes of Rider Business College, Rider-Moore and Stewart School and finally, in

1921, the current Rider College. In 1922 the New Jersey State Board of Education approved the application of Rider College to grant "the degrees of Bachelor of Accounts (B.Acct.) and Bachelor of Commercial Science (B.C.S.) after a full two-year course in each case, following a four-year, high-school course."

To serve the needs of Burlington County better, the Evening School in later years has operated centers at Willingboro and Mount Holly. The program at these locations, as well as at the main campus, leading to an associate degree permits students to major in business administration, secretarial science, general accounting, industrial management, police administration and general studies.

Several individuals are credited with shepherding Rider College to its place of eminence among institutions of higher learning, they being: Andrew J. Rider (the cranberry king of New Jersey) founder; Franklin B. Moore and his son Franklin F.; and John E. Gill and his son J. Goodner Gill. At the close of the 1960's Sherman V. N. Kent was dean of the Evening School and Demetrious N. Dertouzoa was dean of the School of Business Administration.

THE COLLEGE OF SOUTH JERSEY

Southern New Jersey, in general, and the City of Camden, in particular, were proud of the South Jersey Law School. After all it gave young men from the area an opportunity to study for the bar without going too far away from home. They could, that is, if they were able to meet the requirement of having completed successfully two years of college before they applied for admission. Outside of colleges and universities in Philadelphia, there was little opportunity for one to meet this two-year prerequisite in a general purpose college anywhere in the southern half of the state.

Arthur E. Armitage, then secretary of the Camden YMCA, and Charles L. Maurer, a teacher in the Camden High School, had an answer to that — if you need two years of college before you can enter the law school why not start a junior college right here in the community. So in 1927 the College of South Jersey was founded under an 1898 New Jersey law permitting, "the incorporation of an association not for pecuniary profit." It was to provide two years of liberal arts as a feeder to the South Jersey Law School. From then until the junior college was merged with Rutgers — The State University, many of the graduates of the Junior Division of the College of South Jersey did go on to the South Jersey Law School. A surprising number nonetheless transferred to degree-granting institutions elsewhere — and were universally quite successful.

On July 16, 1938, the New Jersey State Board of Education licensed the College of South Jersey, now a corporate entity with two divisions (law and liberal arts), to operate a Junior College Division with certificates of graduation to be awarded upon successful completion of all requirements. Both day and evening classes were to be offered.

Effective July 1, 1950, the College of South Jersey affiliated with Rutgers — The State University. Dr. W. Layton Hall was named dean, a post he was to hold for 19 years. He immediately added the third year of college work and by 1951-2 had the College of South Jersey operating as an urban, co-educational, four-year liberal arts college.

The College of South Jersey, its 1948 catalog stated, was committed to the ideal that training in the liberal arts is a necessary part of a complete education, whether professional or otherwise.

It was designed for several groups of people, —

- for those who didn't want to live away from home;
- for those who had to support themselves and must, therefore study at convenient hours;
- for those who needed pre-requisites to enter the fields of law, pedagogy, theology, etc.
- for those who want to take courses at irregular intervals for general educational purposes.

Chapter 116 of the Public Laws of 1950 ended the College of South Jersey as an "educational, non-profit corporation" by decreeing,

that all departments of higher education maintained by the College of South Jersey shall be incorporated into the State University of New Jersey and that to that end the real and personal property of the College of South Jersey shall be granted, conveyed, transferred and assigned to the Trustees of Rutgers College of New Jersey.

Subsequent legislation (Chapter 61, P. L. 1956) reorganized Rutgers College and the State University of New Jersey under the corporate title of "Rutgers — The State University."

WALT WHITMAN JUNIOR COLLEGE

Walt Whitman Junior College was apparently an assumed name for the Walt Whitman School of Business in Newark. City directories for the period 1932 to 1945 make no mention of a Walt Whitman Junior College. Early in its career the Walt Whitman School was located at 117 Clinton Avenue, moving later to 126 Clinton Avenue.

At the close of World War II, the Walt Whitman School of Business was anxious to qualify as a training center for veterans under the GI Bill of Rights and sought approval as the Walt Whitman

Junior College. It never did receive authorization to conduct post-high school courses and could not officially use the "junior college" appellation. It settled, until its demise, for the title, "Walt Whitman School."

By complying with the requirement that it have "an interest in the junior college movement," the Walt Whitman School was eligible for membership in the New Jersey Junior College Association. Records of the NJJCA indicate that a representative of the "Walt Whitman Junior College" attended several meetings of the organization including the *Second Annual Convention of Junior Colleges* in 1939.

The 1932 Newark City Directory listed Cecilia Kay as principal. The 1939 representative at the SACJC was William Whitney, identified as the school's "Director."

The only limit to our realization of tomorrow will be our doubts of today. Let us move forward with strong and active faith.
— Franklin Delano Roosevelt

part IV

The Law of the Two-Year College



*Chapter 11—New Jersey Statutes
and Regulations
Affecting Two-Year
Colleges*

*But man must light for man
The fires no other can,
And find in his own eye
Where the strange crossroads lie.*

— David McCord

Chapter 11

New Jersey Statutes and Regulations Affecting Two-Year Colleges

The complaints grew loud in the early 1960's when the hordes of youth born after World War II were moving through the secondary schools of the state. Reports like Marshall P. Smith's *The Closing Door To College* flooded the state. Their cry? Do something now or the "war babies" will be denied an opportunity for a college education.

What they wanted, of course, was expansion of existing facilities or enabling legislation which would permit the establishment of public two-year community colleges in the manner of California, or New York, or one of the many other states in the nation which had used the junior college route to expand the educational opportunities of its young citizens.

The lamentations over legislative inaction in providing funds and/or direction were not new at the mid-century mark. They began, rather muted, shortly after World War I. Early ones can be found, for example, buried in the Superintendent's Annual Reports to the Newark Board of Education.

In 1922, Superintendent David B. Corson commented on the progress being made by the Newark Junior College by warning of dire consequences if the state didn't proffer some kind of assistance,

... The school law of New Jersey makes no provision for the distribution of state funds to aid in the support of schools above secondary grade. The law provides an educational minimum for the state but does not define or fix a maximum. Newark was so advised when she established the college. The law to this time has not

included specifically such work in the public school system. Because of this, supplementary legislation is advisable in the immediate future to fix the status of the Newark Junior College as a part of the state educational system.

Not only is there need to settle decisively the financial questions connected with the college but the status of the teachers must be determined. They are legally, at present, high-school teachers assigned temporarily to do college work. They have tenure, debility and retirement pension rights and privileges because of their status as high-school teachers. At present the college is a municipal institution recognized and approved by the State Board of Education but not a legally recognized part of the state school system. New Jersey needs to follow the example of California and make it so

His warning went unheeded. Newark Junior College closed shortly thereafter simply because even a city of the size of Newark — the largest municipality in New Jersey—lacked the wherewithal to go it alone.

Over two decades would pass before the State of New Jersey would even begin to resolve the problems Superintendent Corson touched on.

State Board of Regents Recommended Junior College System

From 1929 to 1945 when its functions were assumed by the New Jersey State Board of Education, the New Jersey State Board of Regents was responsible for "determining the state's needs in connection with public higher education" in the state. In the spring of 1930 the board in its annual report presented a rationale for the establishment of junior colleges funded by the state. It proved to be not much different from the arguments used to justify two-year colleges in the late 1960's:

The establishment of junior colleges would provide broad and differential courses for large numbers of the youth of New Jersey. Such schools would assist materially in providing courses for many persons who might otherwise seek to enter fields for which they are not fitted

Many young people are financially unable to attend college. Junior colleges if provided in the State should be built from public funds and be supported in part by tuition and in part by State aid.

... these colleges must be located at convenient points throughout the State where students may attend while living at home but mainly in or near large centers of population . . .

The report also pointed out that in 1928 there were 145 public junior colleges in the United States enrolling nearly 25,000 students, "which is indicative of general recognition that this type of school (sic!) is needed."^{*}

It noted further that California led the nation with 31 junior colleges, followed by Iowa with 19 and Texas with 17.^{**}

^{*}In 1970 2,250,000 students were enrolled in junior colleges nationally.

^{**}In 1970, California had 90 two-year colleges enrolling 75 percent of students entering higher education.

Again in its 1931 annual report, the board of regents stated its estimate of the need for a junior college system in New Jersey. It suggested locations for nine "Junior College Centers" at Newark, Jersey City, Paterson, New Brunswick, Camden, Long Branch, Trenton, Vineland and Atlantic City. Then in 1939, its frustrations showing despite carefully guarded words, the Regents stated,

After 10 or more years of discussion regarding junior colleges in New Jersey, it would appear that the time for more direct action in this connection by the State should not unnecessarily be deferred

In retrospect, it's amazing that as late as 1939 the state board of regents should be so mild-mannered in presenting its recommendations. There had been a lot more than "discussion" about junior colleges in the decade mentioned. In fact, in 1933 and 1934, educators in six of the 21 counties struck out on their own and aided and abetted by federal anti-depression grants, founded six "Emergency Junior Colleges" independent of, and undoubtedly to the consternation of, the state educational establishment.

It is, of course, unnecessary to belabor the obvious. The decade of the 30's was not an opportune time, to say the least, for any state legislature to commit considerable funds to expanding public education at any level. Inaction by the New Jersey state legislature on reports of its board of regents was less a rebuff than a shortage of money brought on by what historians categorize as the greatest Depression this country has ever experienced.

At the urging of Governor Harold G. Hoffman, the legislature in fact did approve a state sales' tax in an effort to maintain fiscal stability. Within six months, however, public reaction to the impost caused the legislature to repeal what many called "Hoffman's Folly." As a result no broad-based tax was available to meet New Jersey's educational needs, or any other, until the mid-1960's.

County Junior College Bill Fails

Three years before the final report on junior colleges made by the state board of regents, Mrs. Olive Sanford of Nutley, a member of the Assembly, made a valiant effort to legalize, as well as obtain, state support for the emergency junior colleges by introducing Assembly Bill No. 335 entitled, "An Act Providing For County Junior Colleges." By that time the emergency junior colleges were in serious financial trouble due to the phasing out of federal funds designed to combat unemployment, and the lack of viable financial alternatives.

Mrs. Sanford's bill died in the Assembly's Committee on Education in 1936 and was never re-introduced. However, it did have

a salutary effect on two-year college events a quarter-century later by pointing up the advantages of operating junior colleges on a county basis with state financial assistance.

The intent of A-335 was to completely by-pass the rather ineffective state board of regents. It declared that,

Whenever it shall be determined by resolution of the State Board of Education that a need exists in any county of this State for a county junior college, the State Board of Education shall transmit a copy of such resolution to the board of chosen freeholders of such county who . . . shall vote on the question whether a county junior college shall be established

It provided further that in the event a board of chosen freeholders shall fail to establish a junior college two-thirds of the boards of educations in the county could demand that the question be submitted to the people at a referendum to be held at the next general or special election. County junior colleges established under this act would have been governed by a board of trustees consisting of six members appointed by the County Superintendent of schools.

County Support of Monmouth Junior College Validated

When most of the emergency junior colleges were folding because of the lack of financial support, the Monmouth County Board of Chosen Freeholders agreed to make a small annual appropriation to the non-public Monmouth Junior College to assist in keeping it operating. A question immediately arose as to the legality of such action. Some students of New Jersey law held that governmental organizations may only perform those acts specifically granted them by the state legislature while other insisted that practically anything may be done by a governmental agency so long as it wasn't in contradiction to any existing law.

Chapter 43 of the laws of 1941 validated the wishes, and earlier action, of Monmouth County officials in this manner,

It shall be lawful for the board of chosen freeholders of a county having a population not less than 120,000 or more than 165,000 (1940 census) and they are hereby authorized and empowered to make appropriations for and pay to any junior college established and located in said county, for the maintenance, support and operation of said educational institution.

Any appropriation or payment heretofore made by any board of chosen freeholders of any such county to any junior college therein established and located is hereby validated.

Privately-operated Monmouth Junior College could now legally receive financial assistance from the Monmouth Board of Chosen Freeholders. The amount of county aid was never large, leveling off at about four percent of the junior-college budget. Additionally this action of the legislature had a seminal effect by establishing Mrs.

Sanford's "county concept" once and for all as a base suitable for organizing junior colleges.

Municipal Junior Colleges Authorized

The end of World War II triggered the next effort to get junior colleges started around the state. The GI's were returning home in droves holding aloft, so to speak, an unprecedented GI Bill of Rights which included, among other things, funds to continue, or supplement, one's education. The money was to be paid directly to any educational institution, public or private, which would assist a war veteran in furthering his education.

The big problem in New Jersey was that Garden State veterans had trouble finding colleges which would accept them. The private colleges were filled to capacity while public colleges, few in number, were also bulging at the seams.

This time the legislature moved with alacrity. It passed, effective in April, 1946, "An Act concerning education for certain veterans and making an appropriation therefor." This law authorized the commissioner of education to establish and maintain a program of education and training for veterans including, "courses of collegiate grade in, and in connection with, any or all of the state teachers colleges in the arts, sciences, business administration, teacher training and any other branch of higher education" as well as other courses ranging from vocational education and training to courses of high-school grade.

The law was quickly amended to permit school districts to organize grades thirteen and fourteen as junior colleges. The state did not agree to fund the programs to be offered, however, merely granting boards of education under L 1946, c. 296 the right to charge tuition if they so desired.

Almost Studied To Death

Still the breakthrough for two-year colleges had not come. New Jersey seemed to prefer to study the problem rather than to come to grips with it in the manner of many other states. Its legislative leaders seemingly endorsed the junior-college idea as worthy of support of both counties and municipalities but refused to commit any state funds to their operation or construction.

In 1948, Commissioner John H. Bosshart started the let's-study-it syndrome by calling for an "Education Survey." He appointed a large committee to do so, including:

Mr. Allan R. Cullimore, president, Newark College of Engineering

Mr. Charles H. Jung, director, special education administration service

Mr. John A. McCarthy, assistant commissioner for vocational education

Dr. Robert H. Morrison, assistant commissioner for higher education

Dr. Heber H. Ryan, assistant commissioner of secondary education

Prof. Charles O. Roth, NCE

Mr. Charles W. Hamilton, director, division of veterans' education

Mr. Gordon G. Holbrook, Federal Shipbuilding and Drydock Company

The report which appeared in 1950 noted that until that time,

... no general movement has been made to plan for, under public auspices, any junior, community or regional college on the two-year, post-high school level.

It recommended the establishment of "community colleges" at Asbury Park, Bridgeton, Camden, Cape May, Clinton, Newark, Newton, Pleasantville and Trenton.

The report was shelved.

In 1956 another report entitled *New Jersey's Undergraduates 1954-1973* was published. In addition to calling for expansion of existing college facilities, it strongly endorsed community-centered two-year colleges.

Community colleges widely established and well supported would go far toward meeting the increasing demand for college facilities. In fact, they would serve the society's need for trained personnel by making college available to many who would not otherwise have gone. A comprehensive system of community colleges would probably increase the proportion of New Jersey's young people entering college to almost 50 percent of the 18-year olds.

Finally, in 1957, the New Jersey State Board of Education submitted a detailed and exhaustive report called *College Opportunity In New Jersey* to Governor Robert H. Meyner and the state legislature.

The State Board of Education and the Department of Education have examined the possibility of the future organization of new public junior or community colleges in New Jersey

... Community colleges serve at least three purposes:

- a. The provision of two-year liberal arts programs for purposes of transfer to other colleges or universities.
- b. The development of two-year technical or terminal programs to serve the needs of business and industry in the area served by the local two-year college (examples are found in the subengineering or technical specialist fields).
- c. The provision of facilities for continuing education and on-the-job training for adults in the general community, a need which grows as technological advances alter previous patterns of employment.

It is the belief of the State Board of Education that future development of such units should be so planned as to avoid unnecessary duplication of state-supported facilities during the first

phase of the expansion of college enrollments. When created (a) they should be developed and built by local or regional initiative; (b) their programs should be approved by the State Board of Education; (c) their governing bodies should be centered in the community; and (d) they should receive state aid similar to that provided for local school districts. Such safeguards will make these truly community institutions sensitive to the particular needs of the locality.

Because any state needs a balanced system of higher education, considerable study should be given to the location and purposes of any community college to determine its appropriateness and usefulness. It is desirable, therefore, that the creation of new junior and community colleges in New Jersey be studied carefully by the State Board of Education and the cooperating boards... it is also desirable that community college proposals be related to the total educational needs of the community and to the financial provisions which are required to establish and maintain stable educational institutions at all levels.

During the first phase of expansion, certain areas of New Jersey would probably be better served by the development of two-year colleges than by the establishment of new four-year colleges... a regional two-year community college, with terminal and transfer programs, might fill immediate needs and afford possibility for further expansion when population in the area served increases.

Prior to the establishment of any such facilities thorough surveys should be made to discover the local demand for collegiate institutions of this type, the possibilities for transfer to the upper division of other colleges or universities, and the likelihood of competition between the proposed institutions and other institutions serving the area.

Community colleges are not created by operating public high schools after hours with 'watered down' versions of the first two years of college work. They should be well-developed institutions of higher education with their own special purposes, staffs, and facilities. As such, they usually enroll a large group of college-age youth and adults not served by the traditional four-year institution, as well as another group of students who will later seek to transfer to some other college or university.

Reports by the President's Committee on Education Beyond High School, the proceedings of regional and national conferences on higher education, and reports made in other states all stress the importance of providing educational opportunities beyond the high school for an enlarged percentage of high school graduates who do not require further specialized preparation for positions they will assume in our changing technological society. The community college will provide the opening door to opportunity for many deserving youth.

From previous experience with reports to the legislature calling for the expenditure of state funds, Commissioner Raubinger was less than sanguine that *College Opportunity In New Jersey* would break the "greenback barrier" any more effectively than did earlier reports. He could predict that the legislature would call for a referendum enabling it to issue bonds for capital improvements at existing colleges and he could also predict that it was unlikely that the

legislature was ready as yet to establish public two-year colleges in part funded by the state as the report called for. Not unless there was a favorable groundswell of opinion from the electorate.

Dr. Raubinger's strategy was to appoint still another committee, this time a blue-ribbon task force called *The Committee to Study Community Colleges and Technical Institutes*. It began operating on February 1, 1969, with nineteen members, "representing both public and private schools and colleges as well as the interests of industry."

Members of the committee were,

- Rev. Edward F. Clark, S.J., president, Saint Peter's College;
- Dr. Burr D. Coe, director, Middlesex Vocation and Tech. H. S.;
- Dr. Jess H. Davis, president, Stevens Institute;
- Dr. Warren M. Davis, sup't., Union County Reg. H. S.;
- Dr. Guy V. Ferrell, state director of Community and Two-Year Coll.;
- Dr. Ralph R. Fields, assoc. dean, Teachers College, Columbia U.;
- Dr. Velma D. Hayden, dean, Trenton State College;
- Mr. William Hazell, vice pres., Newark Coll. of Eng.;
- Dr. Albert E. Jochen, ass't comm. for vocational ed.;
- Mr. Frank D. Leamer, director of personnel, Bell Telephone Labs.;
- Dr. Kenneth C. MacKay, president, Union Junior Coll.;
- Dr. Albert E. Meder Jr., vice provost, Rutgers Univ.;
- Dr. George W. Morgenroth, director, Essex County Voc. and Tech. H.S.;
- Dr. Henry J. Parcinski, president, Trenton Junior Coll.;
- Mr. Fred Senkowsky, ass't dir., Esso Research and Engineering;
- Rev. James J. Shanahan, S.J., president, Saint Peter's Coll.;
- Dr. Frank B. Stover, sup't. Bloomfield;
- Mr. Charles S. Whilden, sup't., Ocean County Schools;
- Dr. Earl E. Mosier, ass't. comm. for H.E., *chairman of committee.*

The committee's consensus was submitted to the state board of education late in 1959 and incorporated with the state board's own recommendations in a report to the Governor and Legislature in January, 1961 entitled, *Education Beyond High School: The Two-Year Community College*.

Among the basic principles adopted by the committee were,

- It is an important responsibility of the State of New Jersey to make certain that opportunities are provided for the fullest possible development of the potentialities of its citizens.
- Existing inequalities in opportunities for post-high school education within the State should be minimized.
- The establishment of two-year collegiate institutions, strategically located, and offering appropriate and flexible programs, is a promising way to deal with the educational needs of many young people.

- The cost of building public post-high school institutions should be shared by the local community (county or counties) and the State.
- The cost of operating public post-high school institutions should be shared by the students, local community (county or counties) and the State.

Recommendations made by the State Board included, in part,

- The State of New Jersey should plan the establishment of public two-year community-oriented colleges to meet the educational needs that will not be met by the expansion of existing State-supported institutions of higher education nor by the expansion of the private colleges and universities.
- After examining the advantages and disadvantages of operating these colleges within each of three governmental units, and recognizing the problems and difficulties peculiar to New Jersey's governmental structure, population distribution, fiscal structure, and existing educational institutions, it was concluded that the government unit in which such colleges are most likely to be effectively established and operated is the county. (Precedent for county sponsorship of educational institutions has been noted in, for example, the County Boards for Vocational Schools.)
- The primary aims of County Colleges may be summarized as follows:
 - a. To make two-year college education accessible to able students in their home environment.
 - b. To provide regular full-time students with diversified programs of studies leading to appropriately varied educational and vocational goals, including transfer to other institutions.
 - c. To provide part-time adult students with diversified programs of studies leading to appropriately varied educational and vocational goals, including transfer to other institutions.
 - d. To provide effective programs of scholastic, vocational and personal guidance and flexibility of transfer among programs so that the students may have the opportunity to develop their potentials to the utmost.
 - e. To provide for local as well as State and national needs appropriate to this type of institution, and
 - f. To supplement educational opportunities now available in the State.

The Breakthrough

The year 1962 provided the breakthrough that the two-year college movement needed in New Jersey. In that year brand-new Governor Richard J. Hughes signed into law, "An Act concerning the establishment and operation of county colleges and providing for the method of financing and raising the necessary funds therefor." This Chapter 41 of the Laws of 1962 became effective July 1, 1963 starting a wave of activity that saw 15 county colleges operating in the early 1970's.

The key differences between the 1962 law and the bill introduced by Mrs. Sanford in 1936 were in these words in the new law,

The State board shall establish rules and regulations governing:

- a. The establishment of county colleges; and
- b. The operation of county colleges which shall include but need not be limited to:
 1. accounting systems, auditing and financial controls,
 2. determining tuition rates,
 3. attendance of non-resident pupils
 4. standards for granting diplomas, certificates or degrees and
 5. minimum qualifications for professional staff members.

The State board shall formulate annual budget requests for state support of county colleges. Within the limits of funds appropriated . . . the board of trustees of a county college may apply to the State Board and receive State support:

- a. For capital projects . . . in amounts not to exceed 1/2 of the cost . . .
- b. For the operational costs* to the extent of 1/3 thereof, or \$200 per equated full-time students . . .

Almost 50 years had passed since the Newark Board of Education threw up its hands in frustration because the state wouldn't cooperate in operating the Newark Junior College. Almost 30 years had passed since Mrs. Sanford introduced in the state legislature the first bill which would have formally set up junior colleges on a county basis. But New Jersey finally had a workable law that county, as well as state, officials could live with.

A Change In Command

Although the New Jersey State Board of Education and Commissioner Raubinger brought the county community college system into existence, they did not retain command of it for long. In July, 1967, under authority of the Higher Education Act of 1966 (cf. L. 1966, c. 302), the control of public and private higher education was transferred to the Department of Higher Education with a Board of Higher Education of seventeen members and a chancellor in charge.

Nine of the board members, two of whom must be women, are categorized as citizen members appointed by the Governor with the advice and consent of the Senate. Of the remaining eight — all designated by title — one must be the chairman of the Council of County Colleges. Charging the board with general supervision of higher education, the law says,

It shall be the duty of the board of higher education to advance long-range planning for the system of higher education as a whole in the state; establish general policy for the governance of the

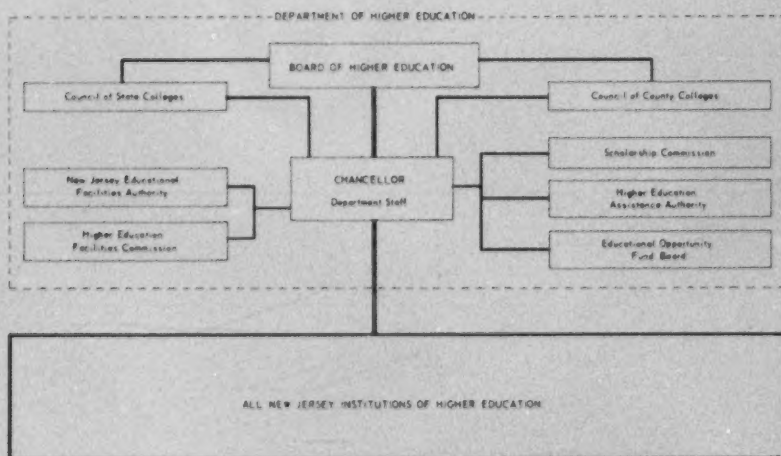
*Amended under L. 1966, c. 38 to, "1/2 of operational costs or \$600 per student."

separate institutions; coordinate the activities of the individual institutions which, taken together, make up the system of higher education in New Jersey; and maintain general financial oversight of the state system of higher education. The board shall not administer the individual institutions of higher education, its own administration being specifically reserved unto each of such institutions.

Within the limitations imposed by general legislation applicable to all agencies of the state and the provisions of this chapter, the board is hereby granted exclusive jurisdiction over higher education in this state and its constituent parts and the requisite power to do all things necessary and proper to accomplish the aims and carry out the duties provided by law.

The chancellor is the chief executive and administrator of the department of higher education (See Fig. 5) and is a member of the Governor's Cabinet. His term of office is five years, renewable without limit. His broad powers under the law affect all branches of higher education including the licensing of public and private institutions of higher education and approving the basis and conditions governing the conferral of degrees.

FIGURE 5
THE NEW JERSEY SYSTEM OF HIGHER EDUCATION IN 1970



SOURCE: Department of Higher Education: Goals for Higher Education In New Jersey (20)

Early members of the New Jersey Board of Higher Education included Edward E. Booher, Dr. William O. Baker, Mrs. Maxine Colm, John T. Connor, C. Douglas Dillon, Mrs. John H. Ford, Morris Fuchs, Rabbi Harry B. Kellman, Donald C. Luce, V. D. Mattia, M.D., Dr. William H. McLean, Dr. Edward J. Meade Jr., W. Kable Russell, John M. Seabrook, George T. Smith, Dr. Deborah Cannon Wolfe, Frederick O. Ziegler, Ralph A. Dungan, *ex officio*, Carl L. Marburger, *ex officio*.

W. Kable Russell and Mrs. Maxine Colm served successive terms as the representative of the Council of Community Colleges.

Attendance by Non-Residents of County

Shortly after the county college law went into operation in 1962, it was evident that not every youth who wanted to go to college would be content to attend the college in his county. Some counties, indeed, did not have a county college and did not foresee one for many years, if ever. This meant that a resident who went outside the borders of his home county for a county-college education would be discriminated against to the point that he would not receive any tuition-assistance because of an accident of residence. Chapter 179 of the laws of 1968 effective July 1, 1968, finally took care of this problem becoming known in the process as the charge-back law.

Entitled "An Act concerning the attendance at county or county-assisted colleges by non-residents of the county," it provides for the sending county to share in the operating expenses of the college on a per student basis. To be eligible for this assistance the student must be from a county which,

- (1) . . . does not sponsor a county college or contribute to the support of a county-assisted college, or (2) . . . does not offer the particular course or curriculum desired by the applicant, or (3) . . . cannot admit the applicant into a particular course or the desired curriculum pursuant to criteria established by the board of higher education

County Co-ordinating Agency for Higher Education

To permit a county which did not desire to go the "county college route" to qualify for state aid, Chapter 180 of the laws of 1968 permits a board of chosen freeholders of any county which grants assistance to a qualified junior college to establish a board to be known as the co-ordinating agency for higher education in the county.

Subject to the approval of the Chancellor and the State Board of Higher Education, the agency shall be charged with the duty of determining the needs of the county with respect to public higher

education on the level of the first 2 years of education beyond high school, including curricula designed to enable a student to transfer to 4-year colleges or universities, curricula designed to provide for semiprofessional employment, and curricula essentially complete in themselves that are designed for other purposes, and it shall determine to what extent existing institutions located in the county shall be utilized to meet such needs in whole or in part

The agency shall contract . . . with such institution or institutions for just compensation to it or them for the services such institution or institutions, so utilized for the purpose of higher education, render or shall render and also for the support, including necessary facilities, of such institution or institutions to the extent necessary to enable it or them to render the services required No utilization shall be made of any institution wholly or in part under the control of any religious denomination or in which any denominational tenet or doctrine is taught.

When the law became effective on July 1, 1968, Union County (for which the law was primarily intended) immediately organized the Union County Coordinating Agency for Higher Education. UCCAHE then contracted with Union College for services of an academic nature and opened negotiations with Union County Technical Institute to provide certain technical courses not available at Union College.

The Council of County Colleges

When the Higher Education Act (cf. L. 1966, c. 302) was being written, several county colleges were already in operation. It was apparent even then that a formal procedure was necessary to ensure optimum coordination of these institutions and those which were to follow.

Therefore, the higher education act required the establishment of a council of county colleges within the new department of higher education. The purpose of the council, of which the Chancellor is a non-voting ex-officio member, is stated as follows:

Under the guidance of the board of higher education and with the assistance from its staff, the council will seek to ensure acceptable and effective lines of development in admissions policy, academic standards, programs, financing, and community relations in the several county colleges.

The council will serve as a means of communication between the county colleges, and staff from the board of higher education will constitute for the council and for the individual county colleges a resource center to aid them in planning, act as a clearing house of information, and provide continuing field services.

The council will act as an advisory body to the board of higher education in the carrying out of its duties and responsibilities deriving from this chapter.

County Community College Service Boundary Areas

In December, 1968 the state board of higher education adopted a concept called the county community college service boundary area (See Fig. 6) to facilitate responsible and systematic statewide planning for the establishment and growth of county community colleges. It was expected that the plan would assure an adequate population base and sufficient financial resources for all future county community colleges.

Under the regulation not more than one county community college can be approved within a service boundary area. Cape May County, for example, loses the right to establish its own autonomous community college under the regulation unless it is willing to negotiate an agreement for a "joinder in operation", to use the words of the state law, with already established Cumberland County College.

Another example, which was considerably less hypothetical at the time the regulation was passed, concerned Salem County. Salem County Technical Institute, a county vocational school which had become almost exclusively post-secondary, seemed in 1969 about ready to apply for community college status. Time had run out on independent action in Salem, however. The service boundary plan would require Salem Technical Institute to become a second campus of Gloucester County College.

Reaction to what was in effect a districting of the state for two-year college purposes was not wholly enthusiastic and in 1970 Salem appeared ready to challenge the decision by applying for degree-granting status for existing Salem County Technical Institute.

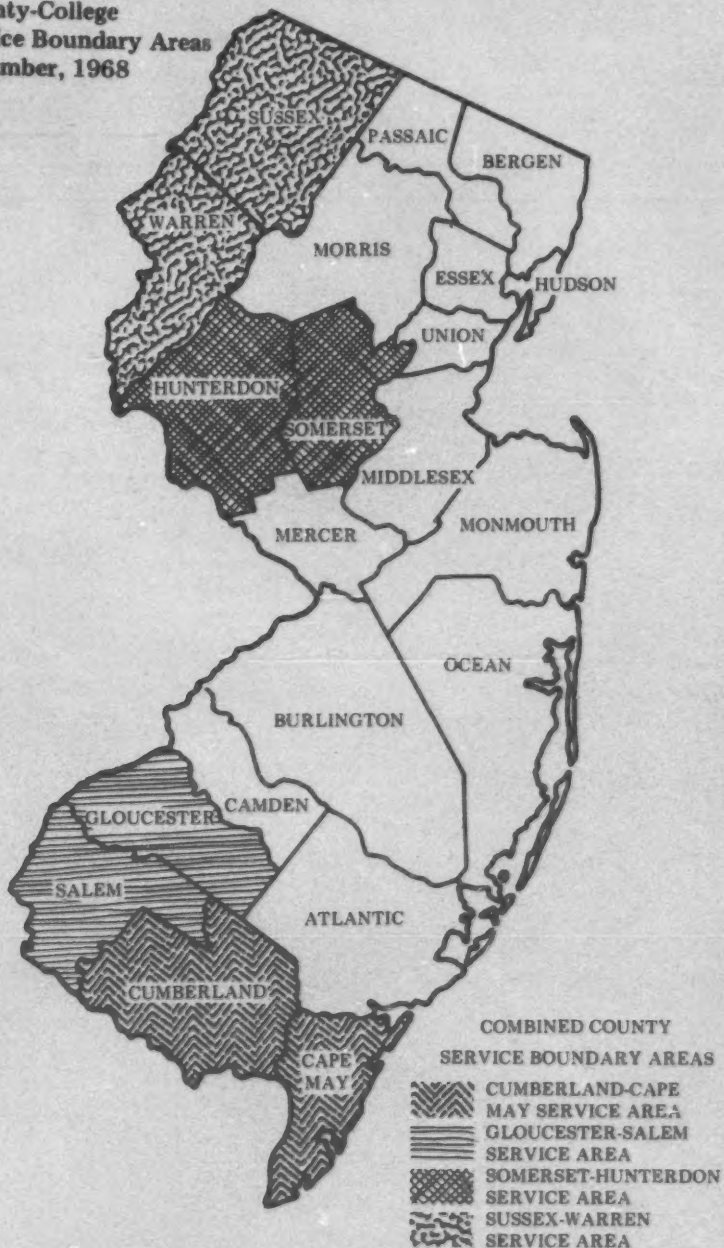
In its *Regulations Governing County Community Colleges* issued in September, 1969, the state board of higher education left no doubt that it would fight undue proliferation of public two-year colleges,

There shall be seventeen county college service boundary areas in New Jersey composed of counties or groups of counties as follows: (1) Atlantic, (2) Bergen, (3) Burlington, (4) Camden, (5) Cumberland-Cape May, (6) Essex, (7) Gloucester-Salem, (8) Hudson, (9) Mercer, (10) Middlesex, (11) Monmouth (Brookdale), (12) Morris, (13) Ocean, (14) Passaic, (15) Somerset-Hunterdon, (16) Sussex-Warren, (17) Union

There shall be no more than one county community college within each service boundary area provided that, with the approval of the Board of Higher Education, a county community college may establish branch campuses. A proposal to establish a county community college in a two-county service boundary area shall be submitted jointly by the two counties. Joinders of Operation may be authorized by the Board of Higher Education between two counties in a service boundary area if one of the counties has a community college and the other does not.

County-College
Service Boundary Areas
December, 1968

FIGURE 6



Providing Financial Aid For Students

Until 1959 New Jersey had what might be called an elitist philosophy of higher education. Colleges and universities were legally open to all who qualified but ended up being almost exclusively for those who could afford to attend them. True, it made small gestures through the 1950's toward lower-middle class families by providing work scholarships and tuition rebates at the state university and the state teachers' colleges. It also joined with the federal government in memorializing those who died of war-inflicted injuries during and after World War II and the Korean Conflict by granting \$500 per year scholarships to their offspring (called war orphans) seeking college degrees.

The first major effort on New Jersey's part toward the democratization of higher education in the state by providing financial aid for those who could least afford to go to college came in the form of broad-based, state-financed scholarships and insured loans.

The state competitive scholarship law (cf. 1959, c. 46 as amended in L. 1959, c. 150) set up the New Jersey State Scholarship Commission and provided that,

The number of state competitive scholarships to be awarded annually shall equal five percent of the total number of students who graduated from approved high schools in the state during the school year preceding the date of the examination for the award of such scholarships.

The law was amended again (cf. L. 1965, c. 5) several years later to raise the award to \$500 per year per recipient or the actual cost of tuition, whichever was less.

In 1966, however, the legislature found that,

... The existing state scholarship program does not provide a sufficient amount to cover the cost of tuition and fees at many of the institutions of higher education which customarily make provisions for New Jersey students thereby tending to reduce the student's choice of college

The legislature thereupon (cf. L. 1966, c. 111) established,

... a program of state educational incentive grants for undergraduate study leading to a baccalaureate or associate degree to students at institutions of higher education

In actuality, the law provides supplementary assistance from \$100 to \$500 a year to state scholarship holders attending New Jersey colleges where tuition and fees exceed \$500. The law further provides that the state scholarship commission take into consideration,

... the financial resources available to the student to meet the cost of his college education and the tuition and fees charged at the institution the student is attending

In no case may a combination of outside scholarship aid, other scholarships received from state funds and a state incentive grant exceed the total cost of room, board, tuition, books, and fees at the college to be attended. . . .

Two other award programs were enacted by the legislature in 1969 and placed under the aegis of the state scholarship commission. These were the Tuition Aid Grant Program (cf. L. 1968, c. 429 as amended L. 1969, c. 1) and the County College Awards Program (cf. L. 1969, c. 117).

The tuition aid program was established in February, 1969, to assist students attending colleges in New Jersey where the tuition exceeds \$450 per year but who are not eligible under the state scholarship program for academic or financial reasons. The amount granted is based on the income and assets of the applicant and his parents and the college tuition charge. The maximum grant is \$1,000 per year.

The County College Scholarship Program was passed in June, 1969, to assist graduates of county colleges wishing to transfer to four-year institutions who need financial aid. Awards may range from \$500 to \$1,000 per year but may not exceed the college tuition charge. They are renewable if the holder remains as a full-time undergraduate student, makes satisfactory progress and continues to have need for financial aid.

Near the close of the 1960's, New Jersey was faced with the problem of providing disadvantaged students, both black and white, with "college opportunities". Several cities, notably Newark, Plainfield and Trenton, had seen destructive racial confrontations in their midst, especially during the "long, hot summer" of 1967.

Construing the difficulties as being due, in part at least, to unequal opportunities in education, the legislature passed on July 12, 1968, (cf. L. 1968, c. 142) the New Jersey Educational Opportunity Act establishing in the Department of Higher Education an "educational opportunity fund." This fund was designed to,

... identify, recruit, and provide financial assistance to needy students who are residents of the state in order that they may be able to attend institutions of higher education.

... award (opportunity grants) without regard to race, creed or religion . . .

Grants range from \$250 to \$1,000 per year depending on college expenses and are renewable annually. County colleges were included by title in the law, thereby enabling these institutions to increase the number of minority-group representatives on the two-year college campuses of the state.

Members of the State Scholarship Commission in 1970 included: Chancellor Ralph A. Dungan, William S. Greenberg, Dr.

George A. Kramer, Stephen A. Maurer, Dr. Allan Morehead, Rabbi Ely E. Pilchik, Dr. Edward W. Seay, J. Harry Smith and Rev. Victor R. Yanitelli.

Guaranteed Student Loans

Realizing that scholarships alone do not remove all the blocks before the youth of the state seeking higher education, the legislature created a "higher education assistance authority" in 1959 to administer a "higher education assistance fund (cf. 1959, c. 121)."

The HEAF was granted primary power to,

...assist in the placing of loans to persons...who are attending...any qualified institution of collegiate grade...in order to assist them in meeting their expenses of higher education, and to guarantee such loans...but no loan or loans shall be guaranteed...in excess of \$1500 for any school year, nor to a total amount in excess of \$7,500....

The law was amended to comply with federal legislation under the Higher Education Act of 1965 Title IV which was designed by President Lyndon B. Johnson's administration to assist states in expanding their student program through federal appropriations.

Members of the Higher Education Assistance Authority up to 1970 included: Edward W. Moore, Maplewood; Walter Read Jr., Red Bank; Charles A. Wolverton, Merchantville; Eugene Jacobson, Englewood; Joseph Mark, South River; Sidney G. Stevens, Princeton; Frederick M. Raubinger, ex-officio and Ralph A. Dungan, ex-officio.

Governor Hughes' 1969-70 budget message to the state legislature left no doubt, if any existed, that the various projects to assist youthful residents to pursue college education would cost a great deal of money. He said,

Vital to our educational efforts are the various student aid programs fostered by the State. A total of \$12.6 million is provided for assistance to needy students.

This includes expenditures and administrative costs of \$8.6 million for the State Competitive Scholarship and Incentive Scholarship programs as well as administrative expenses of the guaranteed Loan Program.

In Fiscal 1970 we will provide \$6.9 million for competitive scholarships for 15,850 students and an additional \$1.3 million in incentive grants for 3,000 of these students.

In addition our loan guarantee program is expected to aid 45,000 New Jersey students who will obtain loans to assist them in pursuing their education. It is anticipated that at the end of Fiscal 1970 we will have under guarantee approximately 123,500 loans valued at \$120 million. The ultimate benefit to New Jersey and the nation of this student aid program is enormous.

But this is not the full extent of our efforts. Pursuant to my Moral Recommitment message of last year, we instituted a new program of opportunity grants for disadvantaged young people of high potential to enable them — through maintenance as well as

academic assistance — to undertake college education. A concomitant of this effort are grants to participating New Jersey colleges and universities enabling them to develop special supplementary and remedial programs to assist these students in realizing their full potential. The total appropriation for the Educational Opportunity Fund (EOF) is \$4 million.

In addition the operating budgets of our 23 institutions of higher education (including 14 county colleges) contain funds for financial assistance to students. To a great extent, these funds match or supplement funds available from federal and other sources in the student aid field

According to Steffen W. Plehn, assistant chancellor in the Office of Planning and Development of the Department of Higher Education.

In 1968-9 . . . twenty-four percent of New Jersey students were aided through state guaranteed loans as compared to a national average of thirteen percent. The average amount per loan was \$978 — \$108 more than the average nationally. The combination of more students borrowing and higher amounts loaned per New Jersey student more than double the United States average. (20)

In regard to the four major grant programs handled by the New Jersey State Scholarship Commission Plehn reports,

In the academic year 1968-9 (the Commission) awarded approximately \$7.2 million in grants to New Jersey residents attending public and private colleges in and out of the state; the average grant was \$435

The Educational Opportunity Fund (EOF) . . . in its first year of operation . . . made awards to 1,633 students . . . of \$15 million . . . the average grant was \$771

The Tuition Aid Grants Program began operation in the academic year 1969-1970 with funds totaling \$1 million

The County College Awards Program also began operation in the academic year 1969-1970 with funds totaling \$250,000. (20)

Non-Governmental Loans For Facilities

In 1966 the legislature (cf. L. 1966, c. 106) created the New Jersey Educational Facilities Authority. This was to be an agency to assist New Jersey institutions of higher education to construct academic and related facilities through funds not constituting a debt or liability of the state or any of its political subdivisions.

The authority is independent and autonomous. It raises money for loans to collegiate institutions through bonds. It is authorized to "fix, revise, charge and collect rates, rents, fees and charges for the use of and for services furnished for . . . each project."

The authority has legal power to provide assistance in the construction of such revenue-producing facilities as residence halls, cafeterias, student unions and parking facilities at any collegiate institution, public or private. In addition, private institutions are eligible for authority participation in the construction of academic

buildings, libraries, laboratories and the like. The authority, however, is forbidden to assist with construction of facilities to be used for sectarian purposes or as places of worship.

According to Dr. Edward J. Bambach, initial director of the NJEFA, up to 1970 no two-year college sought financial assistance from the authority. In their early days, at least, the county colleges were provided needed capital funds by appropriations and grants from federal, state, and county sources and had no need for authority loans.

Members of the authority prior to 1970 were: Thomas C. Butler; Ralph A. Dungan, ex-officio; Matthew Feldman; John A. Kervick, ex-officio; William L. Kirchnew Jr.; Richard G. MacGill and Jacob Slavitt.

FIGURE 7
Total Federal Grants Received By
The Two Year Colleges In New Jersey
Through June 30, 1969

Under Title I of the Higher Education Facilities Act of 1963
(P. L. 88 - 204)

Public	
Middlesex County College	\$ 1,379,880
Ocean County College	1,278,089
Atlantic County College	1,143,991
Mercer County Community College	2,151,035
Bergen Community College	1,797,537
Essex County College	2,248,021
Private	
Union College	328,774
Alphonsus College	307,192
TOTAL	\$10,634,519

Under Title VI A of the Higher Education Facilities Act of 1965
(P. L. 89 - 329)

Public	
Middlesex County College	\$ 8,142
Ocean County College	61,902
Atlantic County College	20,402
Bergen County College	14,252
Mercer County Community College	33,063
Private	
Union College	17,572
Centenary College for Women	44,978
TOTAL	\$ 200,311

Federal Legislation

Two federal acts during the Johnson Administration had a profound effect on a number of two-year colleges, public and private (See Fig. 7). Under Title I of the Higher Education Facilities Act of

1963 (PL 88-204) nearly \$10 million was awarded to Atlantic, Bergen, Essex, Mercer, Middlesex and Ocean as construction grants for academic facilities. Over \$600,000 was split by Union College and Alphonse College in the private sector for the same purpose.

Under Title VI A of the Higher Education Facilities Act of 1965 (PL 89-329) which provided grants for the purchase of instructional materials and equipment, Atlantic, Bergen, Mercer, Middlesex, and Ocean shared \$150,000 of federal money while Union and Centenary shared another \$50,000. George W. Cole served as director of administration for the New Jersey Commission charged with allocating the federal funds available under both the 1963 and 1965 acts.

Members of the New Jersey State Commission for the Higher Education Facilities Acts of 1963 and 1965 appointed and serving for various term-lengths included:

Mrs. Katherine Auchincloss, State Board of Education
Dr. Jess H. Davis, president, Stevens Institute of Technology
Mr. Harvey Dembe, State Board of Education
Ralph A. Dungan, Chancellor of Higher Education
Bishop John J. Dougherty, president, Seton Hall University
Mrs. Marion G. Epstein, State Board of Education
Mrs. Ruth Ford, State Board of Higher Education
Mr. Martin S. Fox, State Board of Education
Dr. J. Osborn Fuller, president, Fairleigh Dickinson University
Dr. Michael B. Gilligan, president, Jersey City State College
Mr. John Lynch, State Board of Education
Dr. Kenneth C. MacKay, president, Union Junior College
Sister Hildegard Marie, president, College of St. Elizabeth
Dr. Albert E. Meder, vice provost, Rutgers, The State

University

Dr. Franklin F. Moore, president, Rider College
Dr. James W. Parker Sr., State Board of Education
Dr. Frederick M. Raubinger, Commissioner of Education
Dr. Thomas Richardson, president, Montclair State College
Dr. Joseph L. Richmond, State Board of Education
Dr. Peter Sammartino, president, Fairleigh Dickinson

University

Mr. Harry M. Seals, State Board of Education
Mr. Jack Slater, State Board of Education
Mr. George F. Smith, State Board of Education
Mr. William A. Sutherland, State Board of Education
Dr. Robert W. Van Houten, president, Newark College of

Engineering

Dr. Deborah C. Wolfe, State Board of Education

In February, 1969, Senator Harrison A. Williams Jr. (D. — N.J.) introduced in the Senate of the United States a \$6 billion, four-year "comprehensive community college act." The bill would have allotted funds to the states over three years to help them,

... increase and improve post-secondary educational opportunities in the nation by providing assistance to the States for the

development and construction of comprehensive community colleges.

The master plans will be developed jointly at the State level with all post-secondary education agencies within that State. They will set forth a statewide plan for the improvement, development and implementation of comprehensive curriculum programs that have a special emphasis on the needs of the educationally and economically disadvantaged; second, the training and development of faculty and staff; third, household research; fourth, tuition-free admissions policy, or an adequate financial aid program; fifth, a policy and procedure to assure that Federal funds will not supplant State and local efforts; and sixth, where feasible and desirable, a plan for interstate planning and co-operation in implementing this act.

Institutions eligible for the provisions of this act are those legally authorized within the State to provide a 2-year comprehensive program of post-secondary education — provided they admit as regular students high-school graduates, or anyone 18 years of age or older.

The bill received virtually no support from the Johnson Administration and died in committee at the close of the 91st Congress of the United States. However, it began a flurry of activity in the Congress aimed at assisting two-year colleges. Several senators introduced bills in 1970 and Senator Williams, if re-elected, was expected to push hard in the 92nd session for a comprehensive attack on higher education's financial problems through federal support.



part V

Collective



*Chapter 12—State Councils and
Advisory Committees
Chapter 13—Institutional and
Faculty Organizations*

INTRODUCTION

Like everyone else in education, those promoting the cause of the two-year colleges in New Jersey found that they could not "go it alone." Only by collective, co-operative action could they influence even in small measure state legislators and other politically-motivated figures to commit rightful amounts of public funds to the junior or community college program.

On the other hand state officials were not oblivious either of the advantages of a two-year educational system which would reduce competitiveness among those seeking help via the state treasury, and induce a measure of co-operation at least.

The legislature established a *Council of County Colleges*, thereby bringing the heads of the growing number (15 in 1970) of public community colleges together with the chancellor of higher education regularly, to guide the progress and hopefully chart a consistent course for the junior institutions of higher learning. The state department of higher education chipped in with a series of advisory committees designed to get grassroots involvement in curricular offerings to be made in such areas as nursing and law enforcement education.

In the days when two-year colleges were rather paternalistically run and the chief executive officer was more likely accorded the title of dean than president, these officials organized *The New Jersey Junior College Administrative Council*. From this developed perhaps the strongest organization committed exclusively to helping resolve the problems of post-high-school collegiate education prior to the 1970's. It was called *The New Jersey Junior College Association*.

By the mid-1960's junior and community college trustees were faced with increasingly militant faculties demanding participatory rights in the involvement of college policies and regulations. Here local associations of teachers were founded and, inevitably, a statewide group called *The Council of Community College Faculties of New Jersey*.

Chapter 12

State Councils and Advisory Committees

The County College Act of 1962 was the long-awaited breakthrough through which New Jersey needed to move rapidly ahead in the two-year college field. The necessary and fundamental conditions of county initiative and support augmented by state financial assistance were met.

It was not, however, a perfect law. Therefore, when what became known as the Higher Education Act of 1966 was being debated not only in educational circles but in the legislature as well, efforts were made to include provisions which would improve the 1962 law concerning two-year colleges by providing for the development of a whole new concept for the control and expansion of the colleges and universities in New Jersey.

The New Jersey Education Association, the resounding voice of the professional educator, was concerned in particular that a score of county colleges might develop as autonomous, competing institutions. As an alternative to chaotic independence, Dr. Frederick L. Hipp, executive secretary of NJEA, proposed the formation of a second state university to be called perhaps Woodrow Wilson State University with the six (later eight) state colleges and the fifteen county colleges as a nucleus. When this idea failed to gain wide acceptance, NJEA lobbied hard for revisions in the 1966 act and successfully attained among other things a co-ordinating council for the county colleges.

The Council of County Colleges was granted no power of initiative and no autonomy. But the mere fact that the heads of the colleges included would meet regularly to exchange ideas and present their collective wisdom to the state board of higher education was a step towards involvement of each and every college in the major educational decisions being made at the state level.

The Council of County Colleges

The law stipulates that the council,

... shall consist of the presidents and the chairmen of the boards of trustees of the several county colleges. The chancellor shall *ex officio* be an additional member without vote.

By 1970 with fifteen county colleges in existence, there were thirty-one official members. Union College, which is not a county college *per se*, has been granted representation at council meetings by action of the regular council members. It is, however, not legally entitled to membership thereon and does not have voting power.

The council recommends and advises. It serves additionally as a means of communication among the several two-year county colleges, and also between the colleges collectively and the state department of higher education. It has no authority to initiate programs nor to supervise or evaluate existing institutional functions.

Its one political strength is that its chairman has a seat on the state board of higher education with power to vote. By tacit agreement among council members, the chairmanship is held by a lay trustee. These chairmen have included:

1968-69 W. Kable Russell, Ocean

1969-71 (Mrs.) Maxine Colm, Camden

Actually the concept of statewide co-operative action to attain worthy educational goals was not new to New Jersey in 1966. It was applied by Dr. Robert H. Morrison, state supervisor of junior colleges, almost from the outset of the federally-financed emergency junior colleges established in the mid-1930's.

The New Jersey Junior College Administrative Council

The New Jersey Junior College Administrative Council, as Dr. Morrison's organization was titled, never had the official status of the latter-day Council of County Colleges. Even as an informal organization however, it exerted influence of lasting importance on the operation and development of two-year colleges within the State. It met somewhat irregularly on call. During the hectic emergency junior college days hardly a month went by that a "Junior College Head" didn't request a meeting to discuss with his fellow deans and the

state supervisor a problem of moment. Later, meeting dates settled into a four-times-a-year pattern.

During his tenure first as state supervisor and later as assistant commissioner, Dr. Morrison would fix the date and send out invitations to the meeting.

At times one or another of his two capable assistants, Stephen Poliacik and Herbert Gooden, took charge of a meeting or faithfully recorded the proceedings. The sessions were informally structured although occasionally one of the group would agree to prepare a paper on a topic of interest to all. Each meeting was devoted to a specific subject which the membership agreed was relevant.

The New Jersey Junior College Administrative Council developed the original *Standards for Accrediting Junior Colleges* which were adopted by the state board of education and in use for over 20 years. It also focused on such problems as public relations, salary schedules, faculty meetings, faculty orientation, and accounting procedures, to list but a few.

In the 1950's the group proposed to the New Jersey Junior College Association a financial aid plan for less than affluent college students, urging that the NJJCA be responsible for shepherding it through the Legislature.

The NJCAC was continued for a while after Dr. Morrison's retirement in 1955. Dr. Earl W. Mosier's assistant, Dr. Guy V. Ferrell, presided at most of the sessions after Dr. Morrison's departure. The meetings became infrequent and somewhat ineffectual in the 1960's and were completely eliminated by 1965. No official action was taken to bring the organization to an end. Its death was due rather to neglect.

Advisory Committees

During 1968-69, Edward Cohen, director of two-year colleges in the state department of higher education, proposed that advisory committees be appointed in the areas of law enforcement education and nursing, to evaluate existing programs and propose future ones. He also urged the establishment of a curriculum co-ordinating committee for the several county colleges, "to regionalize curricular offerings in the community college system and to maintain standards for curricula provided . . ."

Members of the several advisory committees follow:

Curriculum Co-ordinating Committee

James J. Butzner, Gloucester
Dr. Richard K. Greenfield, Mercer
Dr. James O. Hammons, Burlington
Dr. Otto R. Mauke, Camden

Mr. Paul Orkin, Somerset
Dr. William Sample, Cumberland
Dr. Luther G. Shaw, Atlantic
Dr. Sidney Silverman, Bergen
Mr. Terrence Tollefson, director, Division of Two-Year Colleges
Gershon Tomlinson, Brookdale
Vernon Wanty, Middlesex

Law Enforcement Education Advisory Committee

Mr. Donald J. Apai, director of special programs, Rider College
Chief Eugene F. Clemens Jr., Hanover Township Police
Mr. Lee Culloo, executive secretary, Police Training Commission
Sgt. William J. Gray, New Jersey Division of State Police
Mr. Emmett R. Godfrey, extension associate, Rutgers
Dr. Alan Hart, Department of Higher Education
Mr. Hugh Langcaskey, vice president, Police Benevolent Association
Professor Jack Mark, director, police science program, Rutgers
Mr. Bernard G. Peltz, dean of career education, Camden County College
Dr. Russell H. McClain, chairman, Social Science, Ocean County College
Mr. Salvatore Russoniello
Mr. James A. Spady, State Law Enforcement Planning Agency
Mr. Terrence A. Tollefson, director, Division of Two-Year Colleges
Kenneth E. Wright, Department of Higher Education

Nursing Education Advisory Committee

Edward Dailey Jr., Muhlenburg Hospital
Mrs. Marguerite DeMeola, field representative, Board of Nursing
Dr. Richard M. Downs, dean of academic affairs, Essex County College
Dr. James V. Griffo, Fairleigh Dickinson University
Dr. Robert R. Henderson, president, Hunterdon Medical Center
Dr. Marian H. Hosford, chairman, department of nursing, Trenton State College
Mrs. Johanna E. Kennedy, R.N., chief public health nurse
Mrs. Ruth Lee, chairman of nursing, Atlantic Community College
Mrs. Carol A. Murtaugh, chairman, department of nursing, Somerset County College
Dr. Hildegard E. Peplau, college of nursing, Rutgers
Mrs. Muriel Ratner, director, health technician teacher preparation center, CUNY
Mrs. Dorothy E. Reese, National Institute of Health
Lester L. Wooten, Newark

Chapter 13

Institutional and Faculty Associations

The history of American education is replete with illustrations of the power of voluntary associations in furthering the progress of educational institutions at all levels and improving the lot of the teacher. The two-year college is no exception.

The American Association of Junior Colleges, for example, has underwritten a tremendous amount of research, and contributed a significant part of the literature which has given wholesome direction to the two-year college and its development as a unique educational institution on the national scene. It has invoked *ad hoc* committees by the dozen, and formed sub-groups of varying kinds to promote the cause of the junior college.

In 1969, for instance, the AAJC formed a National Council of Independent Junior Colleges "to chart the course of the private two-year college and to assist it in refining and carrying out its mission in higher education." At the time the action was taken there were some 260 private, non-profit junior colleges enrolling about 120,000 students.

Said the Association,

The leaders of private colleges feel strongly that these institutions can share with public colleges in service to the larger community and will try to find ways to demonstrate this belief. On the other hand these colleges feel that their strength lies in remaining residential institutions, relatively small in terms of enrollments, where they can give individual attention and provide superior teaching for those they serve.

A major thrust of the new council, the AAJC announcement continued, will be in the area of federal legislation.

While private colleges have benefited from Federal programs in recent years, these institutions seek a greater voice in formulating future programs of Federal support. They believe that there may be some educational gaps which they can help to bridge with proper support from both public and private sectors.

One New Jersey organization of voluntary membership which stood out for years as being enthusiastically for the public and private two-year colleges was the New Jersey Junior College Association.

To Promote Their Self-Interest

The NJJCA was officially created at a convention of junior college staff members in 1938. At that time those in attendance authorized Dr. Morrison, by then an assistant commissioner of higher education in the state department of education, to "select an Executive Committee which would elect its own officers and prepare a constitution to be presented to the next Convention."

Dr. Morrison as usual did his job thoroughly and well. He selected Charles G. Cole of Union, Charles L. Littell of Bergen, Arthur Scott Platt of Morris, and Edward G. Schlaefer of Monmouth to meet with him on January 12, 1939, at Newark State Teachers' College to establish the organization.

The officers this small group selected included Schlaefer as president, Platt as vice president, and Morrison as secretary-treasurer.

Examination of the records of NJJCA activity indicates that the leadership of the association worked hard down through the years to promote the welfare of the junior colleges. From time to time studies were made and bulletins published under the NJJCA banner. Basically normative surveys, they covered such areas as,

"Student Enrollment and Quality of Staff,"

"Subject-matter Choices of New Jersey Junior College Students,"

"Success of Junior College Graduates In Senior Colleges and Universities."

The NJJCA leaders were not unmindful of the importance of student involvement in the decision-making process in collegiate institutions twenty years and more before it became a cause of confrontation involving students, faculty and administration at the national level. Its records of February, 1945, show, for instance, that a *New Jersey Junior College Student Conference* was held at Centenary Junior College in Hackettstown under NJJCA auspices.

In 1945 also, NJJCA petitioned the state board of education to authorize the awarding of the associate in arts degree to graduates of

approved junior colleges in the state. It based its claim on the development of the AA degree over a 60-year period. In support of its appeal, the NJCA introduced the following data:

- 1883 — Associate's degree in use in four British Universities for two years' work
- 1899 — University of Chicago authorized granting of Associates' degree.
- 1918 — Seventeen junior colleges representing 23 percent of those reporting granted "Associates In Art" degree, according to a doctoral study.
- 1928 — Number of institutions rose to 72.
- 1932 — California authorized granting of Associate In Arts degree — Carnegie Commission endorsed plan.
- 1933 — Reports indicate 36 percent of junior colleges now offer AA degree.
- 1938 — Of better known and larger junior colleges 72 percent are giving AA degree.
- 1941 — Almost two-thirds (63%) of students enrolled in junior colleges are in AA degree-granting institutions.

The minutes of an NJCA Executive Committee meeting of that year attest that,

Dr. John H. Bosshart, commissioner of education, took careful notes during the discussion and promised to report back to us as soon as possible what his recommendation to the State Board would be.

Apparently Dr. Bosshart made an affirmative recommendation for in 1946 the state board of education licensed Fairleigh Dickinson Junior College and approved its request to confer the associate in arts and the associate in science degrees to its graduates. Other junior colleges — some public, some private — were granted a similar privilege in following years as they met state standards.

For a brief period beginning in 1946 the NJCA experimented with holding a combined annual meeting with the New Jersey Association of Colleges and Universities. The amalgamation turned out to be only partially successful. The NJCA then pledged to "co-operate with the NJACU in all possible ways" but voted to hold its annual convention henceforth "at a time not conflicting with the annual meeting of the NJACU."

Requested Financial Aid For Needy Students

A major contribution to broadening the opportunities of the less-than-affluent in New Jersey to obtain a college education was the effort of the NJCA in the early 1940's to increase the size of the scholarship fund provided by the state legislature. This fund, worth \$200,000 annually, was designed "to assist students who demonstrated financial need." The fly in the ointment, insofar as NJCA was concerned, was not that the amount of money was woefully short of

needs, but that a student could only use it at one New Jersey institution — Rutgers College.*

The thrust of the NJCA proposal was that state scholarship money should be awarded to individuals rather than to institutions, to be used at any accredited college in New Jersey, private as well as public, two-year as well as four-year. The idea caught on at all institutions of higher learning in the state and was publicly endorsed by the chief executive officer of such colleges as: Bloomfield College and Seminary, College of St. Elizabeth, Don Bosco College, Drew University, Georgian Court College, John Marshall College, Rider College, Seton Hall College, St. Peter's College, Upsala College and Westminster Choir College as well as all the junior colleges, public and private, in the state.

The "promoters", published printed brochures to state their case. They rationalized their viewpoint on awarding scholarships to individuals in this manner:

- It is more democratic to let the student choose for himself the accredited college he will attend.
- Some students who live in a college community cannot accept a scholarship in a college outside the community because they cannot pay the additional cost of room and board.
- If students can live at home while attending college, they may be able in some instances to meet college expenses with partial scholarships. In these circumstances, the same amount of scholarship money would serve a larger number of students.
- A student whose wages are necessary for home support could attend evening sessions in a nearby college if a scholarship were available.
- Approximately 50 per cent of the New Jersey high school seniors who have completed the college preparatory course apparently do not find it possible to continue their education. It is believed that scholarships awarded to individuals will increase the number of college students from low income families.
- By making scholarships valid in any New Jersey accredited college, the State should foster centers of culture in every college community.
- Taxpayers from every New Jersey community pay for the State scholarships. It seems reasonable to expect that these scholarships will be valid in each accredited college in New Jersey regardless of location.
- Many parents wish their children to attend a college near home. State scholarships should be valid in the college of the parents' choice.
- Some students prefer small colleges. Scholarships should be valid in small as well as large institutions.

*From 1937 to 1959 — cf. L. 1937, c. 109 — the six state teachers' colleges were also permitted to cancel the \$100 annual tuition fee for up to 10 percent of each entering class.

They even drafted an amendment to the New Jersey Revised Statutes as follows,

18:22-7 CONTRACTING WITH INSTITUTIONS UTILIZED FOR PUBLIC HIGHER EDUCATION. Subject to appropriations made by the legislature, the State Board of Regents shall contract on behalf of the state with the institution or institutions which it may determine shall be utilized by the state for the purpose of public higher education, for just compensation to it or them for its or their services rendered or to be rendered to the state, and also for the support of such institution or institutions to the extent necessary to enable it or them to render the services required by the state for the purpose of public higher education. All funds appropriated to the New Jersey State Board of Regents for the purchase of scholarships shall be paid to those New Jersey colleges, junior colleges, or universities accredited by the State Board of Education, and designated by the recipients of the scholarships. Students shall be selected for scholarships in the order of excellence as determined by a competitive examination conducted by the State Board of Regents. Only students who demonstrate need for financial assistance are eligible to take this competitive examination. The value of any scholarship awarded by the State Board of Regents shall be equivalent to the tuition charged by the college selected but in no case more than \$350 per calendar year. Subject to appropriations made by the legislature one or more scholarships shall be awarded each year to citizens who are residents of each county of the State in the ratio that the population of the county bears to the total population of the State. A scholarship when awarded shall be valid for four years provided funds are appropriated and provided the student to whom the scholarship has been awarded maintains a satisfactory college record. Whenever a recipient of a scholarship shall be received by transfer in another accredited New Jersey college, junior college, or university, the scholarship at the request of the student shall be valid in the receiving institution. All rules and regulations concerning the awarding of these scholarships shall be made by the State Board of Regents. Any student who received a scholarship from the State Board of Regents prior to June 30, 1943, shall be eligible for a continuation of the scholarship award without taking the competitive examination provided his college record is satisfactory.

The NJJCA scholarship drive, like other higher education matters involving costly legislative appropriations, did not bear fruit for many years. In fact it wasn't until May, 1959 that the legislature passed, and Governor Robert B. Meyner signed, L. 1959, c. 46 which,

...created State competitive scholarships which shall be maintained by the State and ... used by the holders thereof for undergraduate study

The number of State competitive scholarships to be awarded annually shall equal 5 percent of the total number of students who graduated from approved high schools in New Jersey

The law was to prove to be a giant step in the democratization of higher education in New Jersey in the late 1960's.*

*If the NJJCA does not deserve full credit for the passage of this multi-million dollar modern scholarship bill, it cannot be denied that the genesis of the idea belongs to the junior college leaders who saw the unfairness of forcing students to attend Rutgers or one of the state teachers' colleges to receive state financial aid.

Usually, But Not Always, Right

Of course the NJJCA being neither omniscient, nor prescient, was not always on the right, or even the prevailing, side of every issue. In 1947, the annual NJJCA Convention resolved, for instance, that the "need for additional junior colleges was exaggerated." As evidence they pointed to these vacancies available to qualified high-school graduates in existing two-year colleges,

Bergen Junior College	600
Centenary Junior College	100
Fairleigh Dickinson J.C.	300
John Marshall J.C.	500
Monmouth Junior College	300
Union Junior College	200
Total	2,000

FIGURE 6

The NJJCA Leadership 1939 to 1969

Edward G. Schlaefer, Monmouth Junior College*
 Arthur Scott Platt, Morris Junior College
 Charles L. Littell, Bergen Junior College
 Charles G. Cole, Union Junior College
 Elwell K. Kimball, Bergen Junior College
 Kenneth C. MacKay, Union Junior College
 Peter Sammartino, Fairleigh Dickinson Junior College
 Arthur E. Armitage, College of South Jersey
 Frank J. McMackin, Jersey City Junior College
 Rev. J. W. Connors, Maryknoll Junior College
 Wesley D. Camp, Monmouth Junior College
 Henry J. Parcinski, Trenton Junior College
 Margaret Hight, Centenary Junior College
 Ernest R. Dalton, Centenary Junior College*
 Very Rev. Daniel P. Munday, St. Joseph's College
 Sr. Violetta Florio, Villa Walsh Junior College
 Kenneth W. Iverson, Union Junior College
 Ralph B. Winn, Monmouth Junior College
 Edward F. Willis, Jersey City Junior College
 Heber Donohoe, Trenton Junior College
 Sr. Mary Justitia, Immaculate Conception Junior College
 Clyde W. Slocum, Monmouth Junior College
 Dominick Iorio, Trenton Junior College
 Lloyd Carver, Trenton Junior College
 Sr. Mary Bethany Maak, Tombrock College
 Kenneth C. Streibig, Monmouth College — Junior Division
 Rev. Herbert W. Chilstrom, Luther College

*served as president for two or more non-consecutive terms.

However, within a year NJJCA was over its pique at competitors and welcoming Maryknoll, St. Joseph's, Bayonne, Jersey City, Trenton and Villa Walsh junior colleges into its ranks. Several of the "oldtimers" such as Bergen, Fairleigh Dickinson, and Monmouth

were about to be absorbed into larger multi-purpose four-year institutions and a few others were shortly to leave the scene entirely. But little by little, the New Jersey Junior College Association was to grow in power and prestige as the two-year college prospered around the state.

In February, 1970, the Rev. H. W. Chilstrom, then president of the NJJCA, notified all members that the annual spring junior college conference, a fixture on two-year college calendars for thirty-five years, would be cancelled. He appended a ballot to his letter asking the members to vote on accepting a recommendation from the executive committee that the New Jersey Junior and Community College Association be, in fact, dissolved. They did and it was. Existing records were duly deposited in the archives of the New Jersey State Library, Trenton.

The executive committee further recommended that the presidents of the independent colleges in the state meet "to explore the possibility of pursuing common goals similar to the community of interest groupings already functioning among community colleges."

Other Institutional Organizations

Two other statewide organizations have promoted the cause of higher education in New Jersey, two-year colleges as well as four-year colleges, for varying lengths of time. One is the New Jersey Association of Colleges and Universities and the other the Association of Independent Colleges and Universities in New Jersey.

Founded in 1944, the New Jersey Association of Colleges and Universities accepts membership from any college which is approved by the New Jersey State Board of Higher Education. In 1969, NJACU included forty-four colleges and universities encompassing ninety-eight percent of the students then enrolled in higher education in New Jersey.

The Association of Independent Colleges and Universities in New Jersey was organized in 1966 to maximize the contribution of the independent colleges and universities by promoting public interest and understanding of the place of the private college in New Jersey's higher education system. Among the members in 1969 which were, or had been, involved in offering two-year courses were Caldwell College, Centenary College, Fairleigh Dickinson University, Monmouth College, Rider College and Union College.

It is conceivable that AICU would be the vehicle which the independent two-year institutions would use to further their "organizational" interests left somewhat unattended by the sudden demise of the New Jersey Junior and Community College Association.

Faculty Organizations

Sociologists claim that teachers (including college professors) like other elements of our American society are organization-minded, joining kindred souls in both formal and informal groups at the drop of a hat, so to speak. Faculties in two-year colleges are cut from the same cloth, apparently.

Nationally both the National Education Association (NEA) and the American Federation of Teachers (AFL/CIO) kept a close watch on the growth of two-year colleges and made serious attempts in the late 60's and early 70's to organize the burgeoning number of staff members.

To give visibility to this mushrooming area in the educational panoply, NEA in 1967 developed the National Faculty Association of Community and Junior Colleges (NFA) to serve the unique needs of faculty members and their junior colleges. As a fledgling organization NFA listed as its most urgent priorities the need to,

- defend the professional rights and responsibilities of its members;
- improve conditions, salaries, and benefits;
- give faculty members a more powerful voice in community and junior college policy development.

In co-operation with its state affiliate, the New Jersey Education Association, NFA strongly encouraged the formation of vigorous campus chapters in the Garden State. NJEA put its organizational muscle to work designating first Rudolph A. Lawton, and later William D. Hayward, as co-ordinator of higher education on its staff.

At a meeting held in Trenton in July, 1967, representatives of the then existing county colleges (Middlesex, Ocean, Cumberland, Atlantic and Mercer) developed plans for creating a *Council of Community College Faculties of New Jersey*. The purposes of CCCFNJ were to act as,

- a clearing house for local faculty problems, ideas, and purposes;
- a body empowered to recommend to local community college faculty associations action on common problems;
- an influence on higher education in the State and on common external problems with which local associations cannot cope.

Charles Korn of Middlesex County College and Martin L. Sollish of Atlantic Community College were presidents of CCCFNJ from 1968 to 1970. In 1970 the council became the Association of New Jersey County College Faculties Inc., and Leonard Katz of Gloucester County College was elected president.

The necessity for organizations which can speak for junior and community college faculty was sharply underlined in September,

1968, when the so-called collective negotiations law for public employees (cf. L. 1968, c. 303) went into effect. This measure created a Public Employment Relations Commission (PERC) and mandated that all public employees including, of course, two-year college faculties, be granted the right to organize as they see fit and to determine their exclusive bargaining agent in matters of terms and conditions of employment and the processing of grievances.

Late in the 1968-69 academic year the Camden County College Faculty Association scored a "first" among its sister colleges by negotiating a two-year comprehensive agreement with its board of trustees. This was the first contract negotiated on a college campus in New Jersey. Items included were: salaries, sick leave, grievance procedures, codes of professional ethics, and the right to participate in formalized exchange teaching programs.

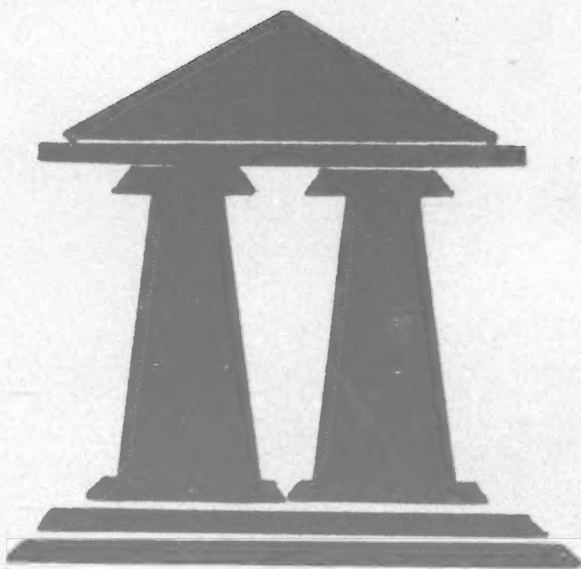
G. Kenneth Merryman was president of CCCFA at the time negotiations were carried on and the agreement reached.



*We ask now, not how can we
achieve abundance?—but how shall
we use our abundance? Not, is there
abundance enough for all?—but,
can all share in our abundance?*

PRESIDENT LYNDON B. JOHNSON
State of the Union Message
January 1968

appendix



- Milestones in the Two-Year College Movement*
- Lists of New Jersey Two-Year Colleges Past and Present*
- Bibliography*
- Index*

**MILESTONES IN THE TWO-YEAR COLLEGE
MOVEMENT IN NEW JERSEY**

- 1918 — Newark Junior College founded. First two-year college, first public junior college, first municipal junior college in the state. Lasted only four years.
- 1922 — Rider College, Trenton, became the first non-public college to offer two-year curricula in the state. Associate degrees offered in 1955.
- 1927 — College of South Jersey, Camden, opened primarily as a two-year feeder to South Jersey Law School. Merged with Rutgers University in 1950.
- 1929 — Centenary College for Women, Hackettstown, opened. First private college in New Jersey to offer two-year courses exclusively.
- 1933 — Junior College of Bergen County started in Bergen YMCA, Hackensack. Merged with Fairleigh Dickinson Junior College in 1953.
- Union County Junior College opened in Roselle under aegis of federal government. Other Emergency Junior Colleges followed in Monmouth, Morris, Essex, Middlesex and Passaic.
- 1934 — Rutgers University formed University College Division to operate as an evening college in the part-time and extension manner. Offered two-year curricula among others but did not award associate degrees until 1958.
- 1936 — Assembly bill to create junior colleges on a county basis failed to get out of committee. First legislative effort to develop regional junior colleges in public sector.
- 1938 — New Jersey Junior College Association founded to foster aims of public and private junior colleges. Dissolved in 1970.
- 1939 — Jersey City first among state teachers' colleges to organize two-year general curriculum. Motive, however, was to combat falling enrollment in Jersey City's teacher-preparation offerings.
- Newark College of Engineering reorganized freshman and sophomore years as a junior division. Conferral of associate in arts degrees fell into disuse by 1961.
- 1941 — Right of board of chosen freeholders to assist a private junior college under certain financial circumstances became law.
- Immaculate Conception Junior College, Lodi, first of twelve junior colleges in New Jersey to be opened to prepare young men and women to enter religious orders.
- Fairleigh Dickinson Junior College, Teaneck, began. Later became multi-campus university.
- 1945 — New Jersey Board of Regents abolished. Higher education functions transferred to state board of education.

- 1946 — State board of education licensed Fairleigh Dickinson Junior College to award associate degrees — a first in New Jersey.
 - Law enacted permitting state teachers' colleges to waive signing of commitment to teach and to organize temporary two-year curricula for war veterans. Authorization withdrawn in 1949 terminating all junior-college type courses at the state teachers' colleges.
 - School districts permitted to organize Grades 13 and 14 as junior colleges. Bayonne and Jersey City only districts to do this. Era ended in 1959.
 - Rutgers University developed five "off-campus" centers offering freshman and sophomore courses primarily for ex-GI's. Phased out by 1951.
- 1947 — Trenton Junior College opened as adjunct to Trenton School of Industrial Arts. Merged with Mercer County Community College in 1967.
 - First of four junior colleges for initial preparation of Roman Catholic priests opened by Maryknoll Fathers in Lakewood. Last of such institutions closed in 1970.
- 1953 — Fairleigh Dickinson Junior College and Bergen County Junior College merged.
- 1959 — New Jersey State Scholarship Commission established to implement state-funded competitive scholarships to be awarded annually to five percent of high-school graduating class. This was first major effort to democratize higher education in New Jersey.
- 1962 — County college act passed by legislature calling for state financial assistance and co-operation. This was second major effort of state to democratize higher education.
- 1964 — Edward Williams College established by Fairleigh Dickinson University to offer two-year curricula for the underachiever seeking college admission.
- 1966 — First county colleges authorized by 1962 enabling legislation opened in Ocean, Atlantic, Middlesex and Cumberland.
 - Higher education law enacted placing control of higher education, including county colleges, in a department of higher education.
- 1968 — Law permitting a county to establish a co-ordinating agency for higher education as an alternative to creating a public county college enacted.
 - Equal Opportunity Fund set up by legislature to assist disadvantaged students to attend college. County colleges begin to move toward "open admissions" policy.
- 1969 — New Jersey Private College Consortium organized by five Roman Catholic colleges in New Jersey.

**NEW JERSEY COLLEGES OFFERING TWO-YEAR CURRICULA
LEADING TO DIPLOMAS, CERTIFICATES OR ASSOCIATE DEGREES
FROM 1918 TO 1970**

College	1st Year Two-Year		Original Category	Current Category
	Year Founded	Curricula Offered		
1. Alma White	1921	1968	Pr.Ch-Or. ¹	Prog. Term. ('70) ⁶
2. Alphonsus	1961	1965	Pr.Relig. ²	Private
3. Assumption	1927	1952	Pr.Relig.	Pr.Relig.
4. Atlantic	1963	1966	County	County
5. Bayonne	1946	1946	Munic.Vet.	Closed ('51)
6. Bergen C.C.	1965	1968	County	County
7. Bergen J.C.	1933	1933	Pr.Indep. ³	Merged ('53)
8. Brookdale	1967	1969	County	County
9. Burlington	1965	1969	County	County
10. Caldwell	1939	1953	Pr.Ch.-Or.	Prog. Term ('67)
11. Camden	1966	1967	County	County
12. Centenary	1874	1929	Pr.Ch.-Or.	Private
13. Cumberland	1964	1966	County	County
14. Edward Williams	1964	1964	Pr.Indep.	Private
15. Englewood Cliffs*	1962	1962	Pr.Relig.	Private
16. Essex C.C.	1966	1968	County	County
17. Essex J.C.	1933	1933	Pr.Emerg. ⁴	Closed ('37)
18. Fairleigh Dickinson	1942	1942	Pr.Indep.	Merged ('48)
19. Felician**	1923	1941	Pr.Relig.	Private
20. Glassboro	1923	1946	Veterans	Closed ('49)
21. Gloucester	1966	1968	County	County
22. Highland Manor	1942	1946	Pr.Indep.	Merged ('56)
23. Jersey City J.C.	1946	1946	Munic. Vet.	Closed ('59)
24. Jersey City S.T.C.	1939	1939	Public-Gen. ⁵	Closed ('49)
25. John Marshall	1928	1928	Pr.Indep.	Closed ('50)
26. Luther B. & L.A.	1948	1963	Pr.Ch-Or.	Private
27. Maryknoll	1911	1947	Pr.Relig.	Closed ('54)
28. Mercer	1966	1967	County	County
29. Middlesex C.C.	1964	1966	County	County
30. Middlesex J.C.	1933	1933	Pr.Emerg.	Closed ('42)
31. Monmouth	1933	1933	Pr.Emerg.	Merged ('56)
32. Morris C.C.	1965	1968	County	County
33. Morris J.C.	1933	1933	Pr.Emerg.	Closed ('43)
34. Mother/Savior Sem.	1947	1953	Pr.Relig.	Prog. Term ('61)
35. Mount St. Mary	1908	1965	Pr.Relig.	Prog. Term. ('70)
36. NCE - Jr. Div.	1881	1939	Municipal	Prog. Term ('61)
37. Newark	1918	1918	Municipal	Closed ('22)
38. Ocean	1964	1966	County	County
39. Passaic C.C.	1969	1971	County	County
40. Passaic C.J.C.	1934	1934	Pr.Emerg.	Closed ('36)
41. Paterson, Coll. of	1935	1935	Pr.Indep.	Closed ('39)
42. Paterson STC.	1936	1936	Public	Prog. Term ('39)
43. Rider	1865	1922	Pr.Indep.	Private
44. Rutgers Univ.	1766	1946	Veterans ⁷	Closed ('51)
45. Rutgers UCD	1934	1958	Pub.Eve. ⁷	Pub. Eve.

*Formerly Archangel College

**Formerly Immaculate Conception J.C.

College	1st Year Two-Year		Original Category	Current Category
	Year Founded	Curricula Offered		
46. St. Gabriel's	1956	1956	Pr.Relig.	Closed ('68)
47. St. Joseph's	1913	1953	Pr.Relig.	Prog.Term ('70)
48. Salesian	1948	1967	Pr.Relig.	Private
49. Somerset	1965	1968	County	County
50. So.Jersey, Coll.of	1927	1927	Pr.Indep.	Merged ('50)
51. Tombrock	1956	1956	Pr.Relig.	Private
52. Trenton	1890	1947	Veterans	Merged ('67)
53. Union	1933	1933	Pr.Emerg.	Quasi-Public
54. Walsh	1928	1948	Pr.Relig.	Private
55. Walt Whitman	1932	1939	Pr.Indep.	Prog. Term ('47)

1. Private, church-oriented
2. Private, religious
3. Private, independent
4. Private, emergency
5. Public, general curriculum
6. Program terminated
7. Public Evening

**NEW JERSEY COLLEGES OFFERING TWO-YEAR CURRICULA
LEADING TO ASSOCIATE DEGREES IN FALL, 1970**

College	Year Two-Year Curricula Offered	Location
1. Rider	1922	Lawrence Township
2. Centenary	1929	Hackettstown
3. Union	1933	Cranford
4. Monmouth	1933	West Long Branch
5. Felician	1941	Lodi
6. Fairleigh Dickinson	1942	Rutherford-Teaneck
7. Walsh	1948	Morris Township
8. Assumption	1952	Mendham
9. Tombrock	1956	West Paterson
10. Rutgers Univ. Coll. Div.	1958	New Brunswick, <i>et al.</i>
11. Englewood Cliffs	1962	Englewood Cliffs
12. Luther B. & L.A.	1963	Teaneck
13. Edward Williams	1964	Hackensack
14. Alphonsus	1965	Woodcliffe Lake
15. Atlantic	1966	Hamilton Township
16. Cumberland	1966	Millville
17. Middlesex	1966	Edison Township
18. Ocean	1966	Dover Township
19. Camden	1967	Blackwood
20. Mercer	1967	West Windsor Township
21. Salesian	1967	Haledon
22. Bergen	1968	Paramus
23. Essex	1968	Newark
24. Gloucester	1968	Sewell
25. Morris	1968	Randolph Township
26. Somerset	1968	Branchburg
27. Brookdale	1969	Lincroft
28. Burlington	1969	Pemberton Township
29. Passaic	1971	

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UNIVERSITY OF CALIF.
LOS ANGELES

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